

**ELIAS FERNANDES MONTEIRO**

**THE IMPORTANCE OF AUTHENTIC LISTENING MATERIALS  
IN EFL CLASSROOMS IN CAPE VERDE**

**Licenciatura em Estudos Ingleses**

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Trabalho Científico apresentado na Universidade de Cabo Verde para a  
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## **DEDICATION**

This thesis is dedicated to the memories of my mother, Adelina Dias Fernandes, and my brother, Domingos Fernandes Monteiro. I believe God has blessed their souls. This dedication goes as well to my girlfriend Elisângela Veiga and my son Christian Marcel da Veiga Monteiro who has brought me back the life's sense.

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## INTRODUCTION

Listening comprehension historically has received only minimal treatment in the teaching of English as a Second and Foreign Language (Clement, 2007).

Nowadays, however, with frequent international exchanges in political, economic, and cultural aspects, listening comprehension has become a very important skill. In Cape Verde, listening is a crucial skill to ensure effective communication. As most people know Cape Verde is a tourist country with a large number of foreigners. Therefore, in order to meet the demands in language field students should be trained in such a way that allows them to communicate effectively.

Based on my six years of experience in teaching English as a Foreign Language (EFL), as well as observing some classes I have noticed that this phenomenon occurs due to three main points. First, teachers teach listening comprehension as a passive skill, which means that students have no role to play while they are listening. Second, many teachers do not give much attention to listening exercises, because listening is not included, in general, in the Final Secondary English Exam. Finally, although many teachers have pedagogical training, they do not follow methodological principles for teaching listening properly.

Via authentic materials, students cannot only develop listening, they will also be able to interact with some cultural aspects of the language and become better speakers. Although (Martinez, 2002; Peacock 1997; Byrd, 1997) cited in Su (2007) consider that authentic listening materials contain language difficulties, unneeded vocabulary, grammar, too many structures where lower level students have rough time deciphering the text, the use of authentic listening materials is important because it provides a genuine information about society and culture. Chao (1996) support the notion that this practice prevents students from getting frustration when they come across with native speaker of a target language (p. 14). Ma (2005) emphasised the importance of using authentic listening materials by stating that its use can capture students' interest, giving wings to their ideas Ma, 2005, p.70).

In this context, this study will focus on listening comprehension in particular because it is a preparatory and crucial step for foreign language learners in gaining speaking proficiency.



The primary purpose of this study is to find out the impact of the use of authentic listening materials on the development of EFL learners listening skills in secondary schools in Cape Verde.

In order to accomplish the objectives of this study, it is organized into six chapters. The first chapter deals with basic concepts of listening comprehension and its importance in English as a Foreign Language classes. The second chapter presents some concepts about authentic listening materials that can be used in EFL classrooms. Third chapter examine the use of authentic material in English as a Foreign Language in classes and its impact in listening and communication. The fourth chapter explores methodological principals for teaching listening. The fifth chapter provides an action research, which will be address in order to meet the literature review of this work. This research has main goals monitor learners' progress in the development of listening skills by using authentic material. The sixth chapter shows a general conclusion of this study and some recommendations.

## CHAPTER I – LISTENING COMPREHENSION

### 1.1. Definition of Listening Comprehension

The definition of listening has endured many changes over the past 70 years. Rankin as cited in Otte (2006), defines listening as “the ability to understand spoken language” (p. 847). That is to say, since the speech is understood students will be able to act giving any feedback. Johnson (1951), as well, cited in Otte (2006), expanded the definition to be “the ability to understand and respond effectively to oral communication” (p. 58). Rost (1991) went further by defining listening based on components required in listening skills and some attitudes learners must have in order to understand the message. In this sense listening is a coordination of the component skills, not individual skills themselves. However, learners must first perform their cognitive or mental ability through decision making.

According to O’Malley, Chamot, and Kupper (1989), cited in Chao (1996), listening is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirements. Purdy (1997) cited in Otte (2006) argues by defining listening as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p. 8).

In addition Jones (1956) as cited in Otte (2006), define listening as “a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener”(p. 12). Underwood (1989) simplified the definition of listening to “the activity of paying attention to and trying to get meaning from something we hear” (p. 1). He also adds that while hearing is passive, successful listening is definitely an active skill which requires involvement.

Listening is not simply hearing or perceiving speech sounds. It can be concluded, from reviewing a number of proposed definitions, cited in Otte (2006) that listening is an active process involving four interrelated activities: receiving aural stimuli (Jones, 1956; Petrie, 1961/1962; Steil, Barker, & Watson, 1983; Wolvin & Coakley, 1988), attending to the spoken words (Barker, 1971; Petrie, 1961/1962; Underwood, 1989; Wolvin & Coakley, 1988), attaching meaning to the aural symbols (Nichols, 1974; O’Malley, Chamot, & Kupper, 1989;

Spearritt, 1962; Wolvin & Coakley, 1988), and responding to oral communication (Johnson, 1951; Purdy, 1997; Steil et al., 1983).

## **1.2. Types of Listening**

Listening activities have become varied according to their purposes and objectives. The four major distinctions include: Attentive listening, Extensive listening, Intensive listening, Selective listening and Interactive listening.

### **1.2.1. Attentive Listening**

Attentiveness is a prior condition for understanding. According to (Saha, Ali & Talukdar (n.d.) teachers can help the listeners to hold their attention using the target language while talking to them to keep flow, and decreasing their stress and motivation by asking for oral responses repeatedly. That is to say, teachers must find listening activities that keep the students interested and attentive and that provide appropriated challenge.

In the same foundation, Rost (1991) suggests some activities to help teachers develop their students' attentiveness in three ways:

- a) By personalizing the content of the listening activities – activities which are directed at the learners as person and as active participants have a greater possibility of maintaining the students' interest and motivation.
- b) By keeping up a flow of the target language; by having the teacher use English (the target language) during activities, exclusively if possible.
- c) By lessening the stress many students may experience in the listening activities if they will be called upon to repeat or give detailed oral or written responses.

As a matter of fact, all of the activities designed for classroom use have direct links to activities outside the classroom as well. So, learners will recognize the links between these activities and “real-word” activities such as: giving and receiving instructions, watching documentary programs, interviewing and being interviewed and participating in social activities.

On the other hand, Saha, Ali, & Talukdar (n.d.) demonstrated that activities would be more interesting and easier if some linguistic elements are included such as: eye contact interaction, using visual and substantial topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses. Gass (1990) as cited in Otte (2006), argues that "nothing in the target language is available for intake into a language learner's existing system unless it is consciously noticed" (p. 136).

In Sum, some authors (Barker, 1971; Cayer et al., 1971; Cohen, 1990; Lundsteen, 1979; Samuels, 1984; Wing, 1986) cited in cited in Otte (2006) agreed that listening then involves giving conscious attention to the sounds for the purpose of gaining meaning. Hence, the message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended.

### **1.2.2. Intensive Listening**

Effective listening implies hearing clearly. According to Rost (1991), learning to perceive sounds clearly implies listening intensively, in which learners need to recognize critical grammatical distinctions 'in real time' while they listen. Brown (1994) asserts that intensive listening is seen as techniques in which the purpose is focused on components of language including in this way, bottom up skills which is important at all level of proficiency.

Saha, Ali, & Talukdar (n.d.) stressed the importance of listening intensively as a way to understand the language form of the text; as we have to understand both lexical and grammatical units that lead to form meaning. He adds that intensive listening requires attention to specific items of language, sound of factual detail such as words, phrase, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses etc. In addition Rost (1991) suggested that intensive listening activities must be focus on learners' attention on language form in the following subskills.

- a) They require attention to particular words, phrases, grammatical units, and 'pragmatic' units (units of social meaning.
- b) They require that the students recognise differences between similar words and phrases.

- c) They draw attention to sound changes (vowel reductions and consonant assimilations) that occur in natural speech.
- d) They draw attention to the speaker's use of stress, intonation, and pauses.
- e) They practise paraphrasing (that is, having the listeners repeat the speakers' phrases and sentences) and reconstructing (that is, having the listeners fill in grammatical parts that may be left out of the speakers' message).
- f) The call for remembering specific words and sequences.

Therefore, students at all levels of language proficiency will benefit from intensive listening activities. Beginning students may benefit from these activities most when they are using warm ups for activities from the attentive listening section (Rost, 1991).

### **1.2.3. Selective Listening**

Selective listening involves listening to selected part of the text. In other words, in selective listening the receiver must hear the words or sound first before deciding to elect what they listen according to the purpose. According to (Hampton, 1986) cited in Williams (2002) there must be a conscious choice to listen. Hampton goes on to say that a good listener is confident, mindful, and committed to listen. An individual may not even be aware that their barriers to listening have been raised.

Rost (1991) addresses two important and separated goals in language development in selective listening activities: the first goal concerns listening as an active process of predicting information and then selecting 'cues' that surround this information; the second goal deals with, becoming familiar with organization of different types of discourse. He adds that learners can experience how their listening ability is developing when they have opportunities to test the consequences of their attempts to listen. This means that to evaluate how well they have understood, learners need to develop their own goals for listening and to evaluate their efforts at reaching this goal. (Saha, Ali & Talukdar (no date) mentioned that in selective listening learners must focus on the main part of the discourse and try to understand the meaning of the whole text through deduction. They also states that since the expectation on understanding is focus on the main purpose, in this activity teachers should give the learners chance to listen again by checking the understanding and consequently have feedback. He

sees examples of selective listening as: listening to sound sequences, documentary, story maps, incomplete monologues, conversation cues and topic listening.

Finally Rost (1991) points out that, it is important for teachers to expose learners to a range of authentic types of spoken language, which can be perfectly done through the selective listening task; since development of listening ability involves increasing learners' access to different kind of listening situation. Selective listening task focus the learner's attention on key parts of discourse. The learners can build up their understanding of the overall meaning by inferring, or 'filling in' what they have missed.

In sum, Rost designed some activities to developing students' listening ability in three ways:

- a) By promoting attempts to listen to a range of authentic spoken language.
- b) By focusing expectations on understanding the main ideas of a text and on completing a specific task.
- c) By providing pre-listening work which helps the learners understand the overall function and organization of the listening extract.

#### **1.2.4. Interactive Listening**

The teaching of any second and foreign language requires a huge interaction among those who are learning (the students) and those who are teaching (the teachers). Rost (1991) claims that interaction requires from learners the ability to work out problems they encounter trying to understand each other and the ability to formulate responses in "real time" in order to keep the interaction going on in small group. Rost adds that one way to prepare our learners for this real word test is to involve them in classroom activities in which the learners work together on interactive problem solving. Dunkel (1991) as cited in Vandergrift (n.d) points out that interactive listening, sometimes called 'participatory listening' is an important but sometimes ignored aspect of listening comprehension.

According to Richard (1990) cited in Vandergrift (n.d) listening comprehension tends to focus on transactional listening. Students listen to the oral text, without interviewing or interacting for purpose of clarification or feedback. Interactive listening on the other hand requires the listener to take a more active role by interacting with interlocutor, requesting clarification or

providing feedback in order to ensure successful communication. Brown (1994) emphasized that this interactive listening includes all types of activities in which a learner can be engaged (e.g., debate, discussions, conversations, role plays, and other pair and group work). He also says that students listening performance must be intrinsically integrated with speaking skills in the authentic give and take communicative interchange.

In order to highlight the interaction between listening and speaking in language development, Rost M. (1991) suggests some activities which involve both comprehension and production by pursuing the following steps:

- a) Setting up learning activities in which students play the central role.
- b) Setting forth specific goals so that the students 'language can assess their own work.
- c) Focusing on teacher observation of the students' language during the activities in order to provide feedback on their interaction strategies.

### **1.3. The Importance of Listening**

In education settings in the twenty first century, listening has assumed a great role. According Miller (2003), although listening has been a relatively neglected skill in terms of research and how it is introduced to language learners, it has been receiving more attention and teachers must recognize the benefits that it brings to the teaching and learning process. However, learners are taught mostly how to read and write. Rost (1994, p1, 41-142) as well, cited in Nunan (1997), argues that listening is vital in the language classroom, because it provides input for the learner. Nunan adds that without understanding input at the right level, any learning simply can not begin to speak.

Harmer (1998) noticed that the main reason for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teachers with its own idiosyncrasies. He states that main methods of exposing students to spoken English after the teacher is through the use of tape-recorded material which can exemplify a wide range of topics such as: advertisements, news, broadcast, poetry reading, plays, and pop song with lyrics, speeches, telephone conversation and all manner of spoken exchange.

According to Harmer (1998) listening helps students to acquire language subconsciously even if the teachers do not draw attention to its special features. Exposure to language is a fundamental requirement for anyone wanting to learn it. As a result listening to appropriated tapes provide such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. (Wolvin & Coakley, 2000, p.143), as cited in Otte (2006), argues that listening is “a crucial component of human communication behaviour”, which has become in its turn “a critical factor to academic success.

Moreover (Burely-Allen 1995) cited in Miller (2003) emphasises that more than forty percent of our daily communication time is spent on listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing. In the same vein Bird (1953) cited in Otte (2006), found that female college students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, and 18 percent in writing.

In sum, Wolvin and Coakley as cited in Otte (2006) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication.

#### **1.4. The Dynamic Listening Process**

According to Vandergrift (2004) cited in Clement (2007) listening was traditionally believed to be a passive skill unlike speaking or grammar. (Bacon, 1989; Joiner, 1991; Morley, 1990; Murphy, 1991) cited in Otte (2006) share the same points by formally assuming that listening was a passive skill.

However researchers such as (Berne, 1998; Joiner, 1991; McDonough, 1999; Murphy, 1991; O’ Malley et al., 1989; Purdy, 1991; Rivers & Temperly, 1978; Thompson & Rubin, 1996 Vandergrift, 1998, 1999; Weissenrieder, 1987; Wing, 1986) as well cited in Otte (2006) now believe that listening is not a passive but an active process, since it involves the use of one’s existing knowledge about the world in general and about language in particular in order to make sense out of what is heard listening is more than merely hearing words.



Some scholars such as (Byrnes, 1984; Meyer, 1984; Richards, 1983; Wipf, 1984; Wolvin & Coakley, 1979) as well cited in Otte (2006) further proposed that listening comprehension is a complex form of problem solving is a complex, problem-solving. According to Purdy (1997) cited in Otte (2006) listeners do not passively absorb the words, but actively attempt to grasp the facts and feelings in what they hear by attending to what the speaker says, to how the speaker says it, and to the context in which the message is delivered.

## **CHAPTER II – AUTHENTIC LISTENING MATERIALS**

### **2.1. Definition of Authentic Listening Materials**

There are different ways to define authentic listening material in second and foreign language. For example (Bacon, 1992; Joiner, 1991; Joiner et al., 1989; Rings, 1986; Rogers & Medley, 1988; Scarcella & Oxford, 1992) cited in Otte (2006) define it as a model of language spoken by native speakers and created for native speaker of the target language which can be accompanied by text. Geddes and White (1978) cited in Chao (1996) describes authentic materials” as the language that occurs originally as a genuine act of communication. (Nunan; Kessler, 1997; Rogers, 1988, young, 1993) cited in Ma (2005) argues that authentic material is characterized as a spoken or written language created with purpose of a real communication, and not for written purpose of language teaching.

According to UCLA International Institute (2007) authentic listening materials can be defined as material for native speakers, which can include: audio (refers to audio item recorded on cassette), CD, video (refers to moving picture item on film) or other digital medium. These collections of material are normally available through purchase in a book shopping, internet or through subscription.

Bacon (1989) cited in Chao (1996) notice that in “authentic language,” the message is intelligible, truthful, informative, relevant, and sociolinguistically appropriate. (Bacon, 1989; James, 1986; Long, 1986) cited in Park (2004) went further by suggesting that the instructors should use texts that are attuned to the learners level experience.

In addition, Rogers and Medley (1988) as well, cited in Otte (2006) found that any structure of spoken language can be describe as “authentic” since it reveals reveal a natural and an appropriated form of cultural and situational context that would be found in the language as used by native speakers (p.468), for example radio and television broadcast, videotape of authentic or simulated dialogues between native speakers, films, movies, speeches, songs, etc

## **2.2. Types of Authentic Listening Materials**

Listening practice is very often provided for genuine materials. Text with carefully scripted tend to be overused and, although such text can and should feature in the overall listening programme, they do not go far enough on their own.

To establish what sort of material is most suitable to use, perhaps the best starting point is as yourself what you listen to in your everyday life in native language Mathew et la (1991).

### **2.2.1. Songs**

Songs can be one of the strongest stimuli in teaching listening skills. According to (Cakir, 1999; Gebhard, 1996) cited in Su (2007) music could be a significant means for natural language learning that was understandable, entertaining, and genuine in real life. Music should not be taught separately as a part of communication; and having a glance at how listening is taught in classroom may give educators a new approach to teaching music listening Cavern and Gould (2003).

Selected curriculum is one of the elements that the instructors must be conscious of in order to balance the program and students learning progress. (Register, 2001) cited in Su (2007) stressed the importance of music as a teaching method to teach selected curriculum and boost learning and retention of academic skills. Su also says that students can learn through the music activities by following the curriculum contents planned by the instructor.

### **2.2.2. Conversation**

The best type of material, then, for listening practice will be the conversations. Students are most likely to hear 'in real life' outside the classroom this type of listening material. It is also important to ensure that the students are exposed to as wide range of accents possible both native (and non-native). In this way it is important to prepare students reasonable well to deal with the real things. It is of course impossible to lay down precisely what the content of such listening texts should be, but they should concentrate on topics of relevance and interest to the students and be appropriate to their age. Mathew et la (1991).

However, Harmer (1998) argues that long tapes on subjects which students are not interested in at all will not only be demotivating, but also it becomes difficult for them to turn back into the tape. Everything depends on level, and the kind of tasks that go with a tape.

### **2.2.3. News Broadcast**

New broadcast is a spontaneous and natural listening material. It is a sort of listening practice material most frequently heard and therefore students should be above all exposed to for listening practice. According to Brinton & Gaskill (1978) although there isn't any process to measure students' gaining in motivation and interest, they both recognize a powerful potential that live broadcast convey to the classroom learning environment and consequently positive result in learning English.

In the meantime, teachers must be patient when they are working with broadcasting live language, because when students get in touch initially with it they can feel shock and claim that they do not understand anything. Students' constraints in understanding the broadcast live language might be due to the clarification of particular news item and cross-cultural aspect that must be clarified first before presenting students live language.

### **2.2.4. Films**

Actually, watching a film in class is always an enjoyable activity for students. Although King (2002) argues that the use and of films in the classroom have inevitably evoked controversy among classroom teachers who have a curriculum to follow and limited time to allocate. Since some teachers still view movies as a medium of entertainment that has no place in a pedagogic setting. King (2002) went further by stating that the key to using films effectively mainly lies in the teacher's ability in preparing students to receive the film's message.

According to Balatova (1994, cited in Wood, 1996) as well cited in Ling (2009) suggests that visual cues are important and that compared with students in the sound-only conditions, students who have access to audio-visual aids were more successful in maintaining the interest and concentration while listening (p.18). Ling (2009) states that one of the

explanation, is that films offers contextual support and helps learners to visualize words as well as meanings. Another explanation is that films is a form of communication and communication can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message.

### **2.3. Sources of authentic materials**

The most commonly used authentic materials sources were literature, computer software and CD-ROMs (audiovisual material), musical games, songs and the internet (World Wide Web) net work based communication Su (2007). Su divided it in two major categories: audiotape material (Songs, newscasts, radio, tape Recorder) and audio visual authentic material (Video, TV, Computer Software & CD-ROM, Internet)

#### **2.3.1. Tape Recorder**

Although teacher can be a perfectly adequate source of listening practice, the use of tape recorder should be used in classroom to help students focus on language system (grammar and vocabulary) Scrivener (1994). Bearing in mind what was just said, it is important not simply to read aloud a fully scripted text to students, as this would result in unnatural English. You can take both parts in a dialogue, with different voices, but this is unsatisfactory Mathews et la (1991).

#### **2.3.2. Radio**

Although radio has no emphases on teaching EFL in Cape Verde, it is considered as one of the easiest and accessible forms of authentic listening practice that teachers can provide their learners with Miller (2003). One advantage of using radio is that it provides attractiveness to lessons and naturally initiates students into the true world of English. It prepares learners for authentic communication as well as independent language enrichment outside the classroom Sakian (1997, p.54).

Radio could be a good source of authentic listening material that most teachers can obtain at a low cost and take it into the classroom. There are some English stations available on radio such as BBC World Service and Voice of America VOS, which can be accessed through AM stations or the internet and aired by the teachers in the classroom. Thus, by using the radio the instructors should first engage in strict planning in order to keep students interested in the classroom.

In addition, Scrivener (1994) advocated that, there are some teachers who regularly record the radio headlines each morning for classroom use. This authentic listening practice could be a possible way to overcome in part some limitations faced due to the lack of materials. As most people know, Cape Verde is embracing a good era of technology and the use of internet does not escape from this reality. Internet is considered one of the major aural authentic sources where people can gain access to any station.

### **2.3.3. TV/Video**

The increasing availability of video provides an innovative educational application because of its low cost, relatively easy editing, and streaming capabilities Tomail (2006). She adds that the use of video technology in EFL classes can provide an effective teaching.

Thompson, Ruben (1996), and Bello (1999) cited in Su (2007) found that students who are taught with video have more language input, which considerably enhances their ability in listening and, consequently, provides authentic language and culture information. Video is often preferred by students, since its more attractive, challenging and motivating than audio recording. In addition Rubin (1990) cited in Mainenti (1997) investigated how video extract of Spanish characteristics films could be used to increase the listening comprehension skills of intermediate high school students. Rubin considered listening comprehension as an aural and visual clues to determine what speakers are expressing.

Although video tape might be more productive than radio, its use requires a huge amount of preparation, organization, timing and technical training by the teachers Ur (1984). The use of video allows a variety of strategies over audio. The instructors could rely on sound effects, picture, and emotions to stir up comprehensible language input for students (p.23). (Ennis, 1997; Errol, 1996, kitchen, 1993; Wood, 1999) cited in Su (2007) went further by saying that

instructors could give a video script and ask students to recognize definitions, descriptions, classifications, comparisons, and cause and effect.

Video could be shown in segments with pauses and time to discuss the content. (Brophy, 2004,) as well, cited in Tomail (2006) points out elements that must be included in the process or system to make it effective include: instructing the students on how to analyse video, providing them a shorter segments from a long recording lengthy video. Tomail adds that in order to adapt the use of video with curriculum standard; the participants have to watch videos two or more times before starting discussing and set up activities. Baltova cited in Mainenti (1997) demonstrated that language accompanied by visual elements did facilitate comprehension over aural input alone.

Saito (1994) cited in Su (2007) also concluded that all TV segments counting business announcement could be a superb and suitable material to teach students language and culture. However, students might encounter for comprehension lack of background information and lack of vocabulary in current events.

#### **2.3.4. Computer Software & CD-ROM**

Computer software and CD-ROMs are considered among the most effective technology and provide multiple functions. According to (Martinez, 2002; Manning, 1988; Blak, 19997) cited in Su (2007, pg 39) many computer software and CD-ROM programs encompass reading with the use of multimedia concerning sounds, different accents, outstanding image, and computer literacy. Marntinez (2002) also found that some teachers (especially those who brought up humanistic approach to language teaching), criticized the use of computer software for teaching. They stated that the use of computer software for teaching is something immature and without any consistencies, because they consider that all the exercises accomplished with computer can be done with a textbook.

Analyzing humanistic approach teaching's view, Marntinez (2002) states that this theory can be comprehensible since this method consists of a variety of grammar practicing items. Harmer (2001) comments that a humanistic style activity does not provide students a real life discourse since both teachers and students might not be able to deal with such speech. Although there are some tenses break sentences and drills on computer software Marntinez

(2002) advocates that beyond these activities computers have much more activities to offer to EFL teaching. He adds that in general computer software can be used in the class for a range of activities in the classroom, providing students above all, a genuine discourse in an authentic way. The use of authentic speech that computer covers, gives students opportunities to interact not only with the computer but with other students as well. Blake (1997) as well cited in Su (2007) reported that many publishing houses defined their CD-ROM packages as being interactive and integrating activities into communicative teaching.

### **2.3.5. The internet (World Wide Web) –Network-Based Communication**

The internet consists of the World Wide Web, CD-ROMs, and network-based communications, and video-based language programs. It can be seen as an authentic powerful audio and visual material which instructors can use to give vitality and keep students engaged in the communicative listening lessons Su (2007). He asserts that computer has become a fashionable resource of authentic material in target language due to the radical increase of its use. So with the advent of the World Wide Web, teachers have at their disposal large amounts of texts, visual stimuli, newspapers, and magazines, live radio and T.V., video clips and much more.

(Blake, 1997; Brandl, 2002; Christian, Pufahl & Rhodes, 2005; Dumitrescu, 2000; Hare, 1998; Kelly, Offner, & Vorland, 2002; Krajka, 2000; Martinez, 2002; Miller, 2003; Schmitt & Carter, 2000; Wolfe, 19993) cited as well, in Su (2007) emphasizes that there are everlasting materials on network-based communication that students can access to improve their verbal communication capacity. Harmer (2001) advocated that with the use of internet “network-based communication” teachers and learners begin to have a real contact with authentic English. Teachers and learners can access some reading, as well as audio and video materials that are available on sites where music, news and film can be listened to. To download any such material it is important to take into accounts the copyright restrictionsp.149).

In addition, Chaun and Whei (2002) cited in Miller (2003) argues that although the ESL/EFL websites can enhance students enthusiasm, authentic speech use, and overall awareness in a foreign language, it has some unfaithful information which can cause some frustration when ones wants to use it. Another factor taken into account is the cost of the internet and its



equipment, which can restrict both teachers' and learners' access. In fact, it is unquestionable that its uses are too demanding since it requires knowledge and equipment already installed in the classroom. Miller (2003) concluded that although technologies have been developed for learning language, they could not duplicate the real presence of instructors and students in a classroom setting.

As most of us know, in Cape Verde it can be difficult to apply this technology in classroom since our education system is not prepared yet for this type of technology. That is to say, many teachers and students lack information about how to access it, and where to access it since it is not at students and teachers disposal in classrooms. In spite of these limitations, the instructors can provide their learners some sites on the internet where they can practice their listening as long as they have access to the appropriate computer hardware Miller (2003). On the other hand, the use of this equipment is still facing a high cost in Cape Verde. Although there are new systems implemented by the government named "Digital Square" which most of time can facilitate students' access to the use of computer to access internet, there are still some limitation on accessing the internet because not everyone in Cape Verde has financial conditions to have a laptop and access to this services.

Finally, although its use is so not relevant in Cape Verdean class because of some limitation mentioned above, the use of this technology in our system is something crucial, once we have not adequate material. However, teachers can go to the internet and download some interesting authentic listening material to and use it in classroom for language development purpose.

## **CHAPTER III – USING AUTHENTIC LISTENING MATERIALS IN THE CLASSROOM**

### **3.1. Reasons for Using Authentic Listening Materials in the Classroom**

The use of authentic listening material in general is to prepare students for both classrooms listening and real-life listening outside the classroom. According to (Oxford, Lavine, & Crookall, 1989; Porter & Roberts, 1981; Scarcella & Oxford, 1992) cited in Otte (2006) since authentic language is the means by which communication occurs in the daily lives of students, learners should get as much exposure as possible to natural unedited speech in the target language (p. 61). Herron and Seay (1991) as well, cited in (Otte, 2006, p. 61) believe that students, with proper instructional planning by the teacher, can be led to extract general and specific meaning from oral authentic texts while improving general listening-comprehension skills. Using authentic materials allows students to experience early in their study the rewards of learning a language.

In addition Chao (1996) points out some reasons for using authentic listening materials in L2 classroom. He states that students can positively transfer the classroom learning experiences to the target language environment. Those experiences can minimize cultural shock and language shock when students encounter native speakers of the target language either in their native country or in the target language country (p. 32). Morley (1990) cited in Chao (1996) recommend teachers to exploit more authentic texts at all levels of EFL instruction in order to involve students in activities that mirror “real life” listening contexts (p. 332).

Yet another reason in favour of using authentic materials is that learners need practice in the real-life task of exacting meaning from utterances where much of the language is beyond their current state of knowledge. The value of such materials are in the light of Krashen's proposal that authentic learning experiences should provide an opportunity for acquisition; that is, they should provide comprehensible input a little beyond the students' current level of competence. Furthermore authentic materials improve students listening comprehension. Rubin (1990) cited as well, in Chao (1996) studied the effect of viewing highly contextualized videos containing segments of authentic speech on second-year high school Spanish students. She founds that students who were exposed to 120 minutes of videos over the course of six weeks improved their Listening Comprehension (LC) significantly more than students who did not watch videos (p. 333)

Finally, authentic listening material can affect and motivate a student learning the language. Rubin cited in Chao (1996) finds well-selected video and training in effective listening strategies can improve students' affection and motivation. Cook, V. (1981) emphasises that authentic materials will certainly arouse students' curiosity and integrative enthusiasm. Students may find it easier to relate the events to their own background knowledge and be able to appreciate the use of language in those materials.

### **3.2. Selecting Authentic Listening Materials**

Nowadays, with the development of technology a vast amount of materials can be accessed from several sources as mentioned in the previews chapter on the internet. . So, teachers need to find out these materials by themselves and select them according to some principles that allow them having a better success in classroom. Valencia (1991) and Karpova (1990) cited in (Su, 2007, p. 50) reported some guidelines for selecting authentic listening materials. Their guidelines are as follows:

- a) Authentic listening materials should reflect important themes and ideas
  - b) Authentic listening materials should be consistent with the goals of the subject area curriculum in your district.
  - c) Authentic listening materials should be rooted in real world experiences and have application to the world both inside and outside school.
  - d) Authentic listening materials should be sensitive to the developmental progression of students.
  - e) Authentic listening materials should allow students to engage in higher order thinking.
- (Valencia, 19910, p. 590/591).

Karpova (1999) as well cited in (Su, 2007, p. 50) also provided several guidelines for selecting authentic listening materials including: (1) content: authentic listening material should be content appropriate to the age, interests, needs, and goals of students. (2) Tasks authentic listening materials should contain tasks that present cognitive and communicative procedures that students could apply to their new knowledge in the collective exploration. (3) Teacher – learner relationship: authentic listening material should be balanced between instructors and students 'expectations of the learning activities and involve a reciprocal interaction. (4)

Strategies: authentic listening materials should contain learning strategies. (5) Learning environment: authentic listening material should encourage the process of idea sharing and risk-taking. (6) Social values and attitudes: authentic listening materials should reflect social values and attitudes. (7) Culture issue: authentic listening materials should reflect cultural issues. (8) Miscellaneous: authentic listening materials should function along with grammar points and the instruction should be clear.

However, Oguz & Bahar (2008) concluded that when authentic listening materials are used taking the above mentioned rules into consideration, they will be beneficial for students at all levels. One of the important points in creating authentic learning environment is the teachers' ability to use authentic materials in a way that will benefit students (p. 332).

### **3.3. Using Authentic Materials in EFL in Cape Verde Classroom**

In Cape Verde there are some situations where EFL learners do not have listening class exposure. So in order to help them balance this lack of interaction with authentic and real language, the use of authentic materials becomes crucial. Research by Heron and Seay (1991) cited in Park (2004). illustrates that intermediate-level French students who listened to authentic radio tapes as a substitute for some regular classroom activities demonstrated significantly greater listening comprehension than students for whom the authentic radio program had not been a part of the semester's curriculum (p.16)

Nonetheless, it is in general advisable to orient students to what they are about to hear, whatever the level of the students Mathews et la (1991). One of the first step to do when using authentic material in classroom not only in Cape Verde but also in general, is to introduce briefly the topic of the text by asking the students a few simple general questions, by eliciting their own opinions, pre-teach a few words and phrases and tell students what sort of passage they are going to hear whether a discussion, dialogue, or a monologue.

Then always set students their task before they listen to the passage. If they are not given a precise purpose prior to listening, they will not now why there are to listen, what they have to listen out for or what sort of listening to do. The type of task available are numerous and, for the most part, well known. However, it would seem sensible to give the students tasks which

involves as little writing as possible, so that their attention can remain on the text Mathews et la (1991).

To summarize, (Nunan, 1999; ) cited in Park (2004) concluded that it is very important to be careful when using authentic listening material, since it requires a selective and an appropriated material which can be attuned with task itself pre-established. In the same vein (Rost, 2002: p.125) as well cited in Park (2004) comments that authentic material should be exploited in an efficient way, so that students can feel motivated (p.31).

### **3.3.1. Constraints of Using Authentic Listening Materials**

Teachers may face some constraints in terms of unavailability of equipment such as Home Video System (HVS) or Digital Video Disk Equipment like (DVD) in class to perform the lesson. According to Su, C. S., (2007) sources of authentic materials are great instruments to exploit listening materials and consequently promote students language development (p .35). In order to facilitate students to improve their ability to communicate in target language, classrooms must be arranged with different types of equipments.

Related to what was said in the previous paragraph are the classroom's physical conditions. According to (Sommer, 1974) cited in Lewis & Saskatchewan (1997) in general, classrooms have physical characteristics in which the teacher must manage to teach. He considers Physical characteristics as fixed or flexible. So, fixed features include room size, shape, build-ins, windows, doors, and socket locations (p. 12).

Second, lack of using authentic materials in EFL classrooms is considered as a huge problem when dealing with listening lesson. As matter fact, in EFL and ESL environment native speakers are limited; students mostly have their lesson based of textbook for L2 input. Textbook may provide students some listening input but it does not cover potential representation of natural, spontaneous speech will all the imperfections hesitation, mistakes, fast flow, interruptions etc.), which will prepare them better for real life linguistic demand outside the classroom. On the other hand, the dialogue and the passages on textbook are scripted ones, read slowly, clearly, with unnatural or monotonous intonation. Jones (n.d.) agrees that teachers should use authentic materials when teaching listening. He says that authentic materials should consist of speech with a high prospect of incidence (p.17).

Therefore, Shuqin & Jiangbo (n.d.) conclude that if the aim of EFL teaching is actually to develop the communicative abilities of learners so that they will be able to meet the language demand in their future carrier, teacher must expose students to the kind of speech they will actually encounter in real life, not defined or distorted speech.

Third constraints that teacher may encounter when using authentic listening text is length of time. According to Shuqin & Jiangbo (n.d.), the lesson hour normally allocated to listening is only one hour, which does not provide students with sufficient language input (p.5). Krashen, (1985) as cited in Shuqin & Jiangbo (n.d.) advocates teachers must give students processing comprehensible input so that they can be able to acquire the second language (p.6).

Fourth, length of material can be another constraints that teacher should have in consideration when teaching authentic listening text. According to Jones (n.d.) there is no easier way to solve this limitation, since it relies on the level of the students and the aims of the lesson (p.19). He went further by stating that if certain authentic listening texts appear to be overlong, teachers must make things easier in order to help students maintain on the float (p.19). (Underwood, 1989, p.104) cited in Jones (n.d.) consider that it is essential to know previously what students are interested in, and try to provide them adequate materials.

Last, genuine listening texts are too hard for students' comprehension, especially lower levels students, concerning language difficulties (Su, 2007). Although some teachers find authentic listening text too demanding it should be used in classroom, giving special attention on tasks. It is important to know when planning a lesson the main aspect to focus on, and how students respond to the task in order to avoid student's de-motivations Jones (n.d.).

### **3.3.2. Overcoming the Constraints**

The Unavailability of equipment can be handled due to self prevention. Teacher can take is own equipments at home or announce the director previously about types of lesson he intends to teach in classroom and equipments needed. If the class is not equipped teacher may have to take students to another room. However, it is time consuming and it affects consequently time manage.

The Ministry of Education should provide budget in order to help teachers promote students' language development.

Second, in order to overcome lack of using authentic materials Shuqin & Jiangbo (n.d.) argues that there are today a large number of resources from which teachers can select authentic and usable listening material, such as radio, TV, the internet, telephone, conversation and so forth. Another way to cope this difficulty is the fact that, teachers can create their own materials. For example, teachers can invite a native speaker to talk about their experience in terms of culture and language integration. The talk is recorded and played to students, who certainly will be interpreted. Task and exercises must be carefully designed to work with the listening Shuqin & Jiangbo (n.d.).

Third, one of the strategies used to overcome length of time according to Shuqin & Jiangbo (n.d.) is self-monitoring. Self-monitoring means that listeners select what they want from the incoming information and focus on specific items according to their interest (p. 5). As one hour is not enough for competence building in LC, teacher should give an extra-listening practice outside the classroom activity Shuqin & Jiangbo (n.d.). Harmer (2001) argues extensive listening will usually occur outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to another (p. 228). Teachers should provide students some extensive listening task to do at home and encourage them as well, to be free in choosing what they want to listen according to what gives them pleasure or motivates them the most. Harmer (2001) goes on by emphasising that this activity is considered as an effective activity since it has great impact on students' language learning (228).

Fourth, length of materials can be overcome through the use of adequate methodology- and techniques. First, the task must be simplified. According to Jones (n.d.) when teacher plan a lesson (with a huge and long text), they have to use strategies to better help students understand the materials. Both top-down and bottom-up can be good techniques and it should include different stages (as well as a variety of tasks). Qi (2005) categorizes the stages as: pre listening stage, listening and post listening stage (p. 16). Every stage has its purpose and it has to be inherently connected to support learners and help them understand the listening text (Jones (n.d.)). Second if listening text is too long teacher can also use another strategy, which is jigsaw listening. Jigsaw listening is an interactive and cooperative listening activity where learners do an information gap exercise. Learners hear different parts of a text, and then

exchange information with others in order to complete a task. *Jigsaw Classroom: Overview of Technique* (n.d.). Retrived on June 27, 2010 from <http://www.jigsaw.org/overview.htm>

Finally, language difficulty is another limitation that learners face when the teacher use authentic listening materials. This problems require language learners some sorts of instruments to encourage their in general language improvement in the particular skill Amri (n.d.). He goes on by identifying this instrument as strategies. Qi. F. L. L. (2005) Based on the studies of language learning strategies (Oxford, 1990), there are many practical suggestions for language teachers to help learners master language skills. In developing listening skills in particular, there are some useful principles suggested by Rost (1991):

- a) Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning for listening in English, learners can mobilize both their linguistic and non-linguistic abilities to understand what is heard.
- b) Listening ability develops through working on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing and revising what they have achieved.
- c) Listening develops through attention to accuracy and an analysis of form. By listening to perceive sounds and words accurately as they work on meaning-oriented activities, our learners can make steady progress. Blearing to hear sounds and words more accurately, learners gain confidence in listening for meaning.



## **CHAPTER IV – METHODOLOGICAL PRINCIPLES FOR TEACHING LISTENING**

### **4.1. Teaching Listening Strategies**

According to Harmer (2001) there is a need to build up the students' confidence by helping them listen better rather than by testing their listening abilities (p.231). Sihai's (n.d) emphasize that teachers need to prepare learners psychologically for the listening activity, telling them that they will not be able to understand everything they hear, and that they should not panic because of this. That is, the teachers must train the pupils to listen to and understand speech of native speakers of the target language. (Oxford, 1990) as cited in Qi (2005) based on the studies of language learning strategies there are many practical suggestions for language teachers to help learners master language skills. In developing listening skills in particular, Rost (1991, p.7) propose several guidelines for the classroom teachers in assisting students to develop their listening

#### **General**

- a) Talk to your students in English. Make English a vital language for communication. Personalize the classroom. Get to know your students through talking with them about topic of mutual interest. Make English the language of your classroom. Give opportunities in class for the students to exchange ideas with each other in English. Point out to them how they are becoming confident and effective users of English.
- b) Introduce your class to other speakers of English personally or through use of video and audio tape. Expose them to different types of people and situations. Above all, encourage them to listen to understand things that are important to them.
- c) Encourage the learners to become independent, to seek out listening opportunities of their own outside of the classroom. Help them to identify ways of using English language media (TV and radio broadcast, video tapes). Set up a self-access listening and learning centre. Help your students to develop self-study listening programmes and goals.

## **In the Classroom**

- a) Set activities for listening that personally engage your students. Set challenging, yet realistic, goals for each activity. Give the students clear feedback on how well they do. Provide systematic review of tapes and activities to help consolidate their learning and memory.
- b) Focusing on teaching, rather than on testing. Reward students for trying to come up with reasonable ideas, rather than just 'the correct answers' during listening activities. Keep a record of what the students have achieved during the course.
- c) Look for effective ways to utilise audio and video tapes that come with textbooks you are using. With some thought and experimentation with different types of listening exercises, you will find relevance and productive uses for these tapes

### **4.2. Task for Listening Comprehension**

In any EFL class activities all over the world, preparation is one of the crucial parts to attain any kind of success. Thus, the teacher needs to be active in creating tasks that engage students. Rogers and Medley (1988) cited in Otte (2006) summarize three categories of tasks that teachers must take into consideration when working with listening materials; they are pre-listening activities, (during listening activities/listening activities), and post-listening activities. Other researchers such as (Dunkel, 1986; Miller 2003; Vandergrift, 1997, 2003) cite as well in (Otte, 2006, p. 17) have also examined the need for listening tasks:

In the first stage the teacher introduces the topic by contextualize students and help them to interact with some cultural aspect of the language. Teacher pre-teaches vocabularies as well, in order to help students understand the tape/message clearly. That is, learners are required to focus their minds on the topic by narrowing down what learners expect to hear and activating relevant background knowledge and prior knowledge of the language. This stage is designated by (pre-listening activities).

In the second stage, teacher supply an assignment to learners where they can exploit the content of message from the tape. They are usually notified about the purpose of the listening activities they are going to accomplish before. This stage is seen as (listening activities/accompanying-listening activities).

In the third stage, learners are given opportunities to respond, measure, and think on what they heard and to calculate their listening presentation with regard to the strategies they used. In this stage for better successful teachers should involve students in a task which really motivate them Underwood (1989). They will be able to communicate freely having in account the knowledge they gotten on the tape. (Post listening activities)

## **CHAPTER V – ACTION RESEARCH**

### **5.1. Methodology**

#### **Target group**

The major goal of this work is to look at the impact of authentic listening materials on listening skills in students of English as a foreign language (EFL). It is concerned mainly with how the use of authentic listening materials in EFL teaching eases students' listening comprehension and, consequently, better prepares them to understand speech produced by native speakers.

This study was implemented in Abílio Duarte Secondary School in Praia with students from third cycle level six in English class. I chose this school and third cycle level six to do my research for several reasons:

First, I work in this school, which means that it becomes easier for me to apply my study and “save time”. Second, I found some difficulties in terms of language exposure when listening classes were taught. Students regularly complain that it is hard for them to understand the language because the speakers normally speak too fast. Another fact that led me to do this study is the belief that more exposure to authentic language speech would have a positive impact on students' language proficiency. Finally, I believe that if teachers provide students some classes with authentic listening materials they would be able to understand the language better and become good speakers, as well.

In order to achieve these goals I decided to select a group of my own students from different classes CT1, CT2, H3, ES1 and CT3 level six. This means that students from CT1, CT2 and H3 belong to the same class and students from ES1 and CT3 belongs to another 3class. . Each class incorporates two or more classes with thirty six students whose ages varied from sixteen to nineteen years. For example: ES1 and CT3 belong to the same class; CT1, CT2 and H3 belong to another class. In both classes I selected about six students both male and female with low grades in English, and these students were from different socio-economic backgrounds. The students' names were changed in order to protect their identities. Each student was assigned a name that was easily related to the letters of alphabet. So, because

students have difficulties with listening skills, I decided to change the methodology and techniques in order to see whether or not they can improve their ability in English.

On the other hand, although they have been studying English for six years, they still face many problems when they come across any authentic listening speech. In order to help them to overcome the difficulties, the use of authentic listening material was seen as way to help the students.

### **Step 1**

In order to accomplish the objectives of the study, I prepared five lessons (see Appendices 1-5) with the use of authentic listening materials (visual and audio incorporated) based on methodological principles of teaching listening skills. These lessons should be taught according Cape Verdean ELT Curriculum as set by the Ministry of Education, which means that each lesson must have a specific topic and linguistic language components according to the regulations that cover the program.

In the first lesson (See Appendix1) I decided to use a listening text for a diagnostic test with no preparation in order to examine students' responses and find out some constraints they might encounter when they come across authentic listening speech. In order to achieve the goals mentioned above I recorded the first lesson.

### **Step 2**

To overcome the constraints, I designed four more authentic lesson plans using authentic listening materials (See Appendix 2-5). These lessons were very carefully planned by the following principles of teaching listening comprehension and using the following materials a song, a film, and audiotape text such as: a recorded Story, a conversation and a lecture in order to measure students' progress.

The lessons were taught from the second week of April to the last week of May. At least one authentic class was monitored and assessed per week. As a result, at the end of five weeks, the students were given a test in order to see whether their listening skills had improved or not.

The last lesson was about a film and it was designed with the purpose of testing the whole aspects of language they had been exposed for a month. The film I selected is named “Redemption” (see lesson plan in Appendix 5), which focuses on the topic “violence,” a topic integrated in the curriculum as one of the most important social problems in societies across the world.

The film was planned for fifty minutes fifty minutes lesson. As I didn’t find the equipment in the classroom I had to find out the office boy to provide me with the television and video. This process took me fifteen minutes and due to the constraints faced I could not fulfil the whole planning. The students saw the film for about twenty minutes then I did the pre-viewing task which was introducing the topic with fast forward techniques for teaching vocabulary (see Appendix 5).

In the third cycle specifically, sixth level students end their classes on 23 May and they have one week to prepare for their “Prova Geral Interna” (PGI), which is defined as Final School Level Exam. Therefore, instead of analyzing this class as the final outcome of the students’ progress I decided to analyze the data collected in each class as an ongoing process.

In the following section, the data will be presented and analyzed in detail to find the major influences the use of authentic listening materials on students’ language proficiency. Finally, I will draw conclusions based on the results of this research.

## **5.2. Data Collection and Analysis**

### **Classroom Observation**

To carry out the research setting I observed and recorded my own class from the beginning through the end for data collection. The focus of this study observation was on students listening skills in terms of accuracy, fluency and general comprehension of English.

As a result, during each fifty-minute lesson I focused on those six students already selected in each class. Then I tried to get those students involved in the lesson by asking them questions related to the lesson and take feedback. Each of them was observed in a length of two minutes

in the class, focusing on the following aspects: structure, pronunciation, intonation and stress by taking notes of their mistakes.

The tables below present the analysis of the data collected in each lesson.

## Lesson One

**Table 1: Results of 1<sup>st</sup> Class Observation**

Categories	Number of difficulties per category
Vocabulary	6
Speed	11
Pronunciation	1
<b>Total</b>	<b>18</b>

First of all, it is important to highlight that this lesson was taught without any preparation (See appendix 1, lesson plan 1). That is, I just played the tape and then I asked students to listen and answer the questions. The purpose of asking students to listen to a recorded text without any preparation is to identify the difficulties they might have with the use of authentic materials and then design lessons in order to help them cope with those difficulties.

Although I first used a simple listening text in order to motivate students for the further listening lessons, students had some difficulties (in categories showed on the table above), when I taught the first lesson as a diagnostic test.

First, according to the data collected in the class, in a total of 12 students being analyzed there were only six limitations in understanding the tape because of some unknown words. Students considered the language use in listening text a little difficult stating that there are some unknown words which they consider the teacher should have taught before playing the tape.

Second, students asked me to play the tape again because of the speed speech. Indeed, among 12 students, there were 11 restrictions that constituted a barrier for students in listening

comprehension lesson. This result demonstrates that the speed of the speech was too fast, which they were not used to and that differed from teacher's speech speed in class.

Last, pronunciation was the area that causes fewest problems. Almost of the words were clearly understood. This less result in pronunciation is due to formal speech used on talking. Only one student mentioned that the speaker's pronunciation was difficult to understand.

## Lesson Two

**Table 2: Result from 2<sup>nd</sup> Class Observation: Based on Some Listening Sub-skills Category**

Categories	Number of Students difficulties
Vocabulary	4
Speed	5
Pronunciation	3
<b>Total</b>	<b>12</b>

In general students had some improvement in the second lesson because they had fewer difficulties dealing with the use of authentic speech. In fact, the second lesson was different from the first one, because it was planned and organized with the purpose of overcoming some difficulties students had shown in listening to authentic speech in the first lesson (See Appendix two – lesson plan two).

So, according to the data collected the class, in total of 12 students being examined there were 4 restrictions in understanding the unknown words. Compared to the first lesson, students' understanding increased fifty percent.

Second, students became familiar with the speed of the authentic speech. The data collected in lesson two demonstrate that, although the speed of the speaker was faster than the speech in lesson one, they did understand it better. As you can see in table 2 above there were 5 constraints in understanding authentic speech because of the speech, which demonstrates that students were increasing their ability to understand authentic speech.



Finally, students' limitation in understanding authentic speech concerning to speaker's pronunciations increase. This increasing according to the data (See Appendix 2, tape script 2) might be due to the complexity of the authentic speech used in the second lesson. So, among 12 students (See Table 2 above) there were 3 pronunciation problems that affect students' comprehension of the lesson.

In lesson three students listened to a lyric song by Michael Jackson (See Appendix 3 – tape script of listening song). Then I gave them jumbled sentences from two paragraphs of the song to write in the correct order (See Appendix 3 – Jumbled Listening Song). Table three below, shows the result of this study.

### Lesson Three

**Table 3: Result from 3<sup>rd</sup> Class Observation**

Sentences	Number of Students	Answers		Percentage (0% ) 100%)	
		Right	Wrong	Right	Wrong
1	12	12	0	100%	0%
2	12	10	2	100%	83,3%
3	12	12	0	100%	0%
4	12	9	3	75%	25%
5	12	12	0	100%	0%
6	12	12	0	100%	0%
7	12	11	1	91,7%	8,3%
8	12	11	1	91,7%	8,3%
9	12	10	2	100%	83,3%
10	12	10	2	100%	83,3%
11	12	9	3	75%	25%
12	12	9	3	75%	25%
13	12	11	1	91,7%	8,3%
14	12	11	1	91,7%	8,3%
15	12	12	0	100%	0%
16	12	11	1	91,7%	8,3%
17	12	11	1	91,7%	8,3%
18	12	9	3	75%	25%
19	12	9	3	75%	25%
20	12	10	2	100%	83,3%
21	12	10	2	100%	83,3%
22	12	12	0	100%	0%

23	12	10	2	100%	83,3%
24	12	9	3	75%	25%

## Lesson Four

**Table 4: Result from 3<sup>rd</sup> Class Observation**

**Table 4**

Categories	Number of Students difficulties
Vocabulary	3
Speed	4
Pronunciation	1
<b>Total</b>	<b>8</b>

The result from the table above demonstrates that students' difficulties have diminished a lot. That is, students became more familiar with listening sub-skills being analysed (Vocabulary, Speed and Pronunciation). Referring to vocabulary in a universe of 12 students there were only three students that had limitation with some words which were preventing them from understanding the tape.

In what concerns speed it is observable from the table above that students had fewer and fewer difficulties from one lesson to another. According to the results among 12 students there were only 4 who had limitations in understanding the speech because of the speed.

In this lesson it was in pronunciation that students had the fewest difficulties. As it is seen in the table in the total of 12 students, only 1 student had difficulty in understanding the tape because of the speaker's pronunciation. This result is due to the character of the story. In fact, this story revealed a huge interest from students since they had heard and seen it before. So since I have planned the lesson giving attention to the words unknown students had fewer difficulties to understand it.

All the results from the fourth table show that students finally have much more improvement than the other classes. Almost questions had excellent results which demonstrate clearly that

if the educators expose their students with more and more authentic listening material they will become better and better listeners and consequently speakers.

The literature review and research analysis of the present study reveals that students had different responses concerning classes with the use of authentic listening material according to my six years of experience in teaching EFL. Although students had some limitation in understanding some lessons, the data indicates increased motivation and interaction among students and teachers while they participated in lessons, which means that students began to gradually understand the recording listening text. Another element which I examine in general is that with the use of authentic listening material classes were more efficient and this is due dedication and preparation when planning.

Classroom and time management was easy to cover since students were really engaged in the lessons. Indeed, authentic listening classes require from students attention and concentration preventing thus, their distraction for some “foolish” behaviour in classroom. Many students were following the instructions which demonstrate clearly a useful impact that authentic listening material uses convey to an EFL classroom.

In addition a particular aspect of the use of authentic speech in classes that made difference is the strategies used in “Listening Activities, During Listening Activities and Post Listening Activities”. So, two basic strategies were use here “Button up” and Top Down” which are already defined in literature review see (p. 37). Indeed I usually tried to find a way to make students practice the language by providing them different context in Post listening Activities. Most of time students were required to role play a cause showing their positive or negative effect in our real situation. Furthermore, the group work activities were also strongly used providing thus interaction among students. Students were collaborating by supporting each other while they were listening authentic speech and doing activities in classes

Finally, although the use of authentic listening material can help students develop their abilities and handle their behaviour, since they felt engaged during the classroom, it does not solve the whole problems that can occur in classes. The teacher has to have his role concerning to the rules (showing students not only their rights, but also their duty), by promoting students self-esteem giving thus positive feedback as the instructor did see appendix 1/4); showing students respect and asks them the same respect not only for teachers, but also among themselves etc.

## **CHAPTER VI – CONCLUSIONS AND RECOMMENDATIONS**

The purpose of this study was to find out the relationship between the use of authentic listening materials in EFL classrooms and student's ability to understand recorded oral English texts. The results of the study I carried out in my English class tend to show that increased exposure to authentic listening materials contribute to help students develop listening skills. For this improvement careful lesson planning following principles of communication are important factors.

This study also refers to main constraints usually faced by teachers when using authentic listening materials in the classroom and makes suggestions for strategies to be used in order to overcome those constraints. It is obvious that teachers should take into account the instructional objectives and students' characteristics when selecting authentic materials.

This study has also shown that if I change my methodology for teaching listening in my classes I may have better results. In my listening lessons I used to follow the structure of the text book closely and conduct the lessons in routinized or mechanized manner like this: play tape-check answers, play the next part -check answers. Little time is attention paid to listening strategies training. When students fail to get the correct answers, I simply played that section of aural tape again and hoped they would get them right. So, teaching listening strategies could be a great manner to better help students focus on the product of listening. I often adopted the bottom up processing mode, which "involves the listeners playing close attention to every detail of the language input" (Brown, 1994, p. 247). The emphasis of instructions is on linguistic information at lexical and syntactic levels, instead of on the message contained in the discourse. Although this approach is important, I realize that we cannot afford ignoring the significance of top-down processing and strategy training. Therefore, a balance should be maintained between them.

To sum up, although the present study focused especially on listening comprehension for attaining successful communicative competence, we should not neglect the remaining three language skills (speaking, reading, and writing). This study assumes as crucial a full and balanced development of the four skills, but urge a greater emphasis on listening comprehension of authentic materials, which to date has been an overlooked area in English education in Cape Verde.

## **Recommendations for Further Research**

Due to several limitations of the present study, it becomes important to specify the need for further research. Indeed, this study presents a small target group, which reduces the possibility of generalization of the results. So, it is recommended for future research more participation of students where the aural text should be exploited.

Second, I would like to encourage Capeverdean English teachers to reflect on their approach to teaching listening, on the problems they have encountered and to try out new approaches and techniques in order to overcome those problems.

Third the Ministry of Education should equip schools with some computers in order to facilitate teachers' task and consequently develop students' ability to understand and use English for effective communication.

By the time I am writing this paper, I know that the Ministry of Education of Cape Verde is implementing a nationwide program, which aims to equip all schools with computer technology and access to Internet. This attitude and determination to introduce technology in the classroom will be a great solution for the lack of materials that Capeverdean Education System faces. I would like to encourage teachers to use this technology to make some internet research of the materials they need for their classes and use this technology to teach EFL by using authentic speech. In addition, today there is a large number of resources from which teachers can select authentic and usable listening material, such as radio, TV, the internet, telephone, conversation and so forth. Teachers can also create their own authentic materials.

Last once teachers know where and how to get the materials a good solution would be the creation of Self Access Language Learning (SALL) or an "English Club" since one hour does not cover all students' needs in listening classes. The SALL centre could be an assigned classroom or a section of a library where a wide choice of audiovisual materials as well as books apparatus appealing to various interests are available for free use by students. With the creation of a SALL or an English Club Centre with audio visual materials students can experience several advantages such as maximum exposure to the target language. Students will have opportunities to learn in a quite and comfortable atmosphere with large choice materials which are not accessible at home.

Individual interest and needs can be better satisfied, learners will have higher motivation and they will gradually develop habits of independent learning and so on. Based on these merits I believe that English Club centre should be established in every education institutions where EFL is taught.

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## APPENDICES 1-5: LESSONS

### APPENDICES 1 - Lesson 1

**School:** Palmarejo High School

**Teacher:** Elias Monteiro

**Period:** Morning

**Level:** Upper Intermediate

**Subject:** English

**Content:** Multiculturalism: Different Customs by revising Modal Verbs

**Classes:** CT1, CT2, CT3, ES1, and H3.

**Time:** 50mn

**Date:** Wednesday, May 6<sup>th</sup> 09.

**Overview:** this lesson is focused on some aspect of culture, especially in customs differences that a person might not know if they don't travel.

**Specific Objectives:** by the end of this lesson students will be able to.

- Know some customs differences in different countries

**Materials:** Chalk, eraser, tape script from the listening story material, radio etc.

#### Stage 1. Listening Activity

1. Play the tape and ask students to answer the following questions
2. Take students feedback.

#### Here are the questions.

1. Who is talking?
2. What is she talking about?
3. What types of communication is she referring?
4. How does the speaker define the term 'Body Language?'
5. What is the percentage some psychologist stated about the use of non verbal communication?
6. List the differences between Americans and international students' customs expressions.

## Lesson 1: Continuation

## Tape Script of Feedback Session

ES1 and CT3 students' answers	CT1, CT2 and H3 students' answers
<p><b>Teacher:</b> Who is talking?</p> <p><b>Student A</b> - The diretcher of students' class.</p> <p><b>Teacher:</b> Diretcher, or director? Director right! What about you?</p> <p><b>Student B</b> -: teacher could you repeat.</p> <p><b>Teacher:</b> Okay! You were absent minded right! Bu we are still in question one. Who is talking?</p> <p><b>Student B:</b> The director of international students.</p> <p><b>Teacher:</b> Are you sure?</p> <p><b>Student B</b> : Yes, teacher I heard it.</p> <p><b>Teacher:</b> And you? What did you get?</p> <p><b>Students C:</b> The director of international studies.</p> <p><b>Teacher:</b> Do you agree with your colleagues' answers?</p> <p><b>Students D:</b> I don't understand.</p> <p><b>Teacher:</b> Why!? Is it difficult?</p> <p><b>Students D</b> : Yes, teacher she speak fast!</p> <p><b>Teacher:</b> Do you have anything to add?</p> <p><b>Students E:</b> no answer... smiles and nodding head saying no.</p> <p><b>Teacher:</b> And you anything?</p> <p><b>Students F:</b> No, I tink think ( ) my colleagues did it.</p>	<p><b>Teacher:</b> Who is talking?</p> <p><b>Students A:</b> The director of secondary international students.</p> <p><b>Teacher:</b> Is it right? Director right! What about you?</p> <p><b>Students B:</b> No, teacher. The director of internation students not secondary.</p> <p><b>Teacher:</b> okay! What about you?</p> <p><b>Student C:</b> yes, teacher is the director that speaking.</p> <p><b>Teacher.</b> Right, but which director?</p> <p><b>Students D:</b> Teacher, the director of international students like my colleague said.</p> <p><b>Teacher:</b> Did you hear anything else?</p> <p><b>Student E:</b> No, teacher. It is difficult.</p> <p><b>Teacher:</b> Why?</p> <p><b>Student E:</b> hee... teacher I don't understand. It is too fast.</p> <p><b>Teacher:</b> Do you agree with their answers?</p> <p><b>Student F:</b> No, teacher. She is the director for international students' affairs.</p> <p><b>Teacher:</b> Good! She is the director of international students' affair. You got it.</p>

## Second question: (What is she talking about?)

ES1 and CT3 students' answers	CT1, CT2 and H3 students' answers
<p><b>Teacher:</b> What is she talking about?</p> <p><b>Students D:</b> teacher, teacher communication (communication like in Portuguese).</p> <p><b>Teacher:</b> and you what is she talking about?</p> <p><b>Student A</b> : teacher communication and body language.</p> <p><b>Teacher:</b> Communication right! What about you. What did you get?</p> <p><b>Students C:</b> She speak about communication.</p> <p><b>Teacher:</b> yes, what type of communication.</p> <p><b>Students F:</b> Communication with gestures.</p> <p><b>Teacher:</b> Good! But what properly?</p> <p><b>Students E:</b> Properly! What is properly.?</p> <p><b>Teacher:</b> properly means correctly, exactly.</p> <p><b>Student:</b> haaa... she speaks about nonverbal</p> <p><b>Teacher:</b> yes, no-verbal what?</p> <p><b>Student B:</b> She is talking about communication specially no-verbal communication.</p> <p><b>Teacher:</b> Alright!</p>	<p><b>Teacher:</b> What is she talking about?</p> <p><b>Student B:</b> some cross-culture comunicatio.</p> <p><b>Teacher:</b> Do you agree with her?</p> <p><b>Student C:</b> yes, yes she say something about communication too.</p> <p><b>Teacher:</b> Really, what exactly?</p> <p><b>Student C:</b> naaa... teacher, put again I am not sure. She was fast.</p> <p><b>Teacher:</b> Alight! Let's see what you got.</p> <p><b>Student F:</b> Teacher she is talking about communication and body language</p> <p><b>Teacher:</b> communication and body language! Yes, can we communicate through body language?</p> <p><b>Student E:</b> yes, teacher, with gesto "gestures"</p> <p><b>Teacher:</b> Good, with gestures not gestos. Okay! Do you have something to add?</p> <p><b>Student D:</b> yes, she is talking about non-verbal communication and cross culture customs.</p> <p><b>Teacher:</b> Is your colleague right?</p> <p><b>Student A:</b> I don't know. I didn't hear !some words are... complicate</p>

**Third question: (What type of communication is he referring?)**

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p><b>Teacher:</b> What type of communication is she talking about?</p> <p><b>Student B :</b> I don't undersant.</p> <p><b>Teacher: Really? Why?</b></p> <p><b>Student B:</b> She talk fast.</p> <p><b>Teacher: And you?</b></p> <p>Student: E: Prossor... Body comunication miss pronouncing (bady) language.</p> <p><b>Teacher:</b> What is it right!? Pointing to another student.</p> <p><b>Student D:</b> type, type... humm.. teacher put again.</p> <p><b>Teacher :</b> Why?</p> <p><b>Students D:</b> teacher, I don't understand some words. It is difficult!</p> <p><b>Teacher:</b> What words?</p> <p>Student D: some, put again</p> <p><b>Teacher:</b> Okay! Let your colleague. So, tell me what did you get?</p> <p><b>Students F:</b> teacher what is wanna, issues ? She say it.</p> <p>Teacher: Why? Are these words difficulties?</p> <p>Student: yes, don't understand the question because this.</p> <p><b>Teacher:</b> Alright! I will tell you after. Now tell me what you got?</p> <p>Student F: Body language.</p> <p><b>Teacher:</b> Is it body language or non- verbal communication?</p> <p><b>Student F</b> - I think it is the same.</p> <p><b>Teacher:</b> And you what do you think?</p> <p><b>Students A:</b> teacher, the communication is body language.</p> <p><b>Teacher:</b> Do have you anything to say?</p> <p><b>Student D:</b> no answers.</p> <p><b>Teacher:</b> Okay! What about you?</p> <p><b>Student E:</b> I don't know. Too difficult.</p> <p>Teacher: Why?</p> <p>Students C: Many difficult words.</p> <p>Teacher: Yes, teacher she speak fast.</p>	<p><b>Teacher: Okay!</b> Now I want you to answer question number three. What type of communication is she talking about?</p> <p><b>Student C:</b> she talk about physical communication... with body miss pronunciation (bady).</p> <p><b>Teacher:</b> physical communication! What did she say specifically about it?</p> <p><b>Student B:</b> teacher, she says, body language communication</p> <p><b>Teacher:</b> Do you know another way of communication?</p> <p><b>Student D:</b> yes, when we talk with people.</p> <p><b>Teacher:</b> And you. Do you agree?</p> <p><b>Student E:</b> yes</p> <p><b>Teacher:</b> Is the woman using non-verbal communication to communicate with audience?</p> <p><b>Student A:</b> I don't know. She speak fast</p> <p><b>Teacher:</b> What can you tell us about?</p> <p><b>Student F:</b> teacher, she is using verbal communication.</p> <p><b>Teacher:</b> Great!</p>

**Fourth question: (How does the speaker define term body language?)**

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p><b>Teacher:</b> How does the speaker define the term “body language”?</p> <p><b>Student B:</b> moviment</p> <p><b>Teacher:</b> movement! What movement?</p> <p><b>Student D:</b> movement in our physical expression</p> <p><b>Teacher:</b> And you? How you define it?</p> <p><b>Student A:</b> movement we use in facial expression.</p> <p><b>Teacher:</b> Do you agree with him?</p> <p><b>Student F:</b> yes, she defines it as body movement and face expression that we are... we use to communicate</p> <p><b>Teacher:</b> Do have anything else to add?</p> <p><b>Student E:</b> No teacher</p> <p><b>Teacher:</b> And you?</p> <p><b>Student C:</b> No...I think they say all.</p>	<p><b>Teacher:</b> how does the speaker define the term “body language”?</p> <p><b>Student C:</b> teacher, não fiz.</p> <p><b>Teacher:</b> Why?</p> <p><b>Student C:</b> haaa... teacher não entendi nada.</p> <p><b>Teacher:</b> okay! Could you answer it?</p> <p><b>Student:</b> teacher, teacher long pause.</p> <p><b>Teacher:</b> So, what is your answers?</p> <p><b>Student F:</b> Teacher it is confuse. I don't understand so fast</p> <p><b>Teacher:</b> and you?</p> <p><b>Student E:</b> prossor... long pause as well.</p> <p><b>Teacher:</b> you! Let's go. Can you answer it?</p> <p><b>Student F:</b> : yes teacher... as a movement mispronouncing (mouviment) and face expression</p> <p><b>Teacher:</b> Do you agree with her?</p> <p><b>Student D:</b> I don't know. I didn't understand</p> <p><b>Teacher:</b> Why? Hee... teacher, play again the women speak very fast.</p> <p><b>Teacher:</b> Alright! Let's see if you can answer it.</p> <p><b>Student D:</b> teacher is movement with body.</p>

**Fifth question: What is the percentage some psychologist stated about the use of non verbal communication?**

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p><b>Teacher:</b> What is the percentage some psychologist stated about the use of non verbal communication?</p> <p><b>Student B:</b> teacher is sixteen percent.</p> <p><b>Teacher:</b> Really!? Is your colleague right?</p> <p><b>Student E:</b> No, teacher she said eighty.</p> <p><b>Teacher:</b> And you what did the woman say?</p> <p><b>Student C:</b> I don't understand it.</p> <p><b>Teacher:</b> Why is number difficult.</p> <p><b>Student A:</b> No, teacher but it is... I don't understand. She is fast.</p> <p><b>Teacher:</b> Okay! Now tell me what did you get?</p> <p><b>Student F:</b> Teacher it is sixteen.</p> <p><b>Teacher:</b> Sixty or sixisteen?</p> <p><b>Student F:</b> Professor, sassenta, pronto.</p> <p><b>Teacher:</b> Is she right?</p> <p><b>Student D:</b> Yes, teacher she is.</p> <p><b>Teacher:</b> Good!</p>	<p><b>Teacher:</b> What is the percentage some psychologist stated about the use of non verbal communication?</p> <p><b>Student C:</b> Heem... teacher is ..eighty.</p> <p><b>Teacher:</b> Do you agree?</p> <p><b>Student A:</b> No, she said sixteen?</p> <p><b>Teacher:</b> Sixteen!? Did you hear it?</p> <p><b>Student A:</b> Yes, teacher.</p> <p><b>Teacher:</b> What is your answer?</p> <p><b>Student B:</b> I think is seventy?</p> <p><b>Teacher:</b> Sure? What you have different answer?</p> <p><b>Student B :</b> Heee... teacher she speak fast and ...</p> <p><b>Teacher:</b> Right? Can you tell us your answer?</p> <p><b>Student:</b> I think is sixty. Is it?</p> <p><b>Teacher:</b> Yes it is. Great!</p>

### Sixth questions: (List the differences between American and international students)

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p><b>Teacher:</b> List the differences between American and international students' customs expression.</p> <p><b>Student F:</b> in some culture (culture as in Portuguese with u miss pronunciation), people look to other people in the eye. So... so...When you talk with them ... is considerate an offence. This in America is a signal of honesty.</p> <p><b>Teacher:</b> Did you hear more differences?</p> <p><b>Student D:</b> in muslem culture when they meet... haaaa they kiss.</p> <p><b>Teacher:</b> Do you have anything to add?</p> <p><b>Student A:</b> No. <b>Teacher what is muslem?</b></p> <p><b>Teacher:</b> Haaa... muslem! Okay! It is a religion. Does anybody know which one is.</p> <p><b>Student B:</b> Heee... teachers is muculmano.</p> <p><b>Teacher:</b> Good! What about you?</p> <p><b>Student C:</b> Teacher, in Amreica they shakes hand firm</p> <p><b>Teacher:</b> what else?</p> <p><b>Student B:</b> Holding hands and kissing in America is just for people in love</p> <p><b>Teacher:</b> What about thumbs in the air?</p> <p><b>Student E:</b> means many things...</p> <p><b>Teacher:</b> She said many things. Could you tell us like what?</p> <p><b>Student A:</b> I don't know.</p> <p><b>Teacher:</b> Why?</p> <p><b>Student A:</b> Teacher, she speak fast?</p> <p><b>Teacher:</b> Okay!</p>	<p><b>Teacher:</b> <b>Teacher:</b> List the differences between American and international students' customs expression.</p> <p><b>Student E:</b> in some culture (kultiure) in stead of (kal-chars), look people in the eyes is honesty</p> <p><b>Teacher:</b> What did you get?</p> <p><b>Student A:</b> The internationals students has a good vocabulary than the American students</p> <p><b>Teacher:</b> yes, but there are more. Could you tell us other differences?</p> <p><b>Student D:</b> The international students know the types of the verbs and modal verbs.</p> <p><b>Teacher:</b> Good! They know it. And you. Are there other differences?</p> <p><b>Student C:</b> Hamm...haaa, in America when heeee, when heeee... in other culture, like haaa, haaa... moslem (Moslem) instead of ( maz-l□m) culture (kolture) in stead of kal-char) they eeee...they kisses</p> <p><b>Teacher:</b> what else? Do you have anything to add?</p> <p><b>Student B:</b> yes, in America when they shake hand they make it with a firmer and stronger to show, to show... power.</p> <p><b>Teacher:</b> Thank you! What else?</p> <p><b>Student F:</b> In America is a (custom) (kustume) to keep distance to other person like in Portuguese in stead of ('k□s-t□m). but whe they are friends they are not ... they don't keep distance</p>

## Lesson 1: Continuation

Table 1

Students' difficulties in understanding the tape based on some listening Sub-skills

		Fluency	Accuracy	
Students	Classes	Speed	Vocabulary	Pronunciation
A	ES1	1. Teacher, she speak fast? 2. No, teacher but it is... I don't understand. She is fast.	1. No. Teacher what is muslim?	
B	CT3	3. She talk fast.		
C	CT3		2. Many difficult words.	
D	ES1		3. teacher, I don't understand some words. It is difficult!	
E	CT3	4. hee... teacher I don't understand. It is too fast.		
F	ES1		4. teacher what is wanna, issues ? She say it.	1. wanna
A	CT1	5. I don't know. She speak fast	5. I don't know. I didn't hear !some words are...complicate	
B	H3	<b>6. Student B :</b> Heee... teacher she speak fast and ...		
C	H3	7. naaa... teacher, put again I am not sure. She was fast. 8. haaa... teacher não entendi nada.	6. haaa... teacher não entendi nada.	
D	CT2	<b>9.</b> I don't know. I didn't understand Teacher: Why? Hee... teacher, play again the women speak very fast.		
E	H3	10. hee... teacher I don't understand. It is too fast.		
F	CT2	11. Teacher it is confuse. I don't understand so fast		



## Lesson 1: Continuation

### Tape Script of Listening Material Used

#### “Multiculturalism”

Hi! I would like to welcome all of you to the international students' orientation at north-work College. I hope that your travelling from your home country have been easy and that your all sadly ending well. I believe I have met everyone, but just in case I am the Director of International Students Affairs. The person that you can come to, when you have problems with your classes, your housing, visas, even if when you just want someone to talk to you. You are always welcome to start by my office.

We will have several workshops today and we will be talking about some common issues at international students stays. Hamm..., the first one that I wanna deals with is about communication and in particular “Non-Verbal Communication”. Now all of you have been studying in English for some time. You have good vocabulary and you probably know all about verb tenses, and modals, and you can order for a menu, but communication is not only verbal. That is, talking is not the only language we use to communicate. Another way to communicate is through “Non Verbal Communication” or body language. The term body-language means the movement we use and the facial expressions we have like: smiling and frowning, the way we sit or stand, the way we touch or we look at someone, hammm..., the distance we stand from another person.

Some psychologists say that more than sexist percent of communication is actually done through body-language. We do it without even had been especially taught what is gestures or expressions means. The problem is that, body-language is a little bit different in each culture, and this can often cause some problems with communication. Here is an example: hammm..., in many places it may be a little rude or disrespectful to look at another person directly in the eyes as you talking with them. So, many International Students will avoid their eye contact, but in America we expected hmmm...we think that eye contact is a signal of honesty and straightforwardness. And Americans' parents actually encourage their children to look people in the eye when speaking. Just imagine a conversation where international student was trying to give respectful by not looking into the eye of an American classmate.

The American might wonder why a classmate would look directly either. And the international classmate will be wondering why she was being staring at. The end result is an awkward, frustrated interaction. Hammm... here is another one. Americans shakes hands firmly when they greed each other, because to Americans a firm hands shakes signify strength and power. But a soft or limp hand shake is considered a sign of weakness. In some countries hands shakes is less common or a gentle soft hands shake is unacceptable. So, students need to know that when shaking hands, it is important to be firm. In America thumbs up sign and thumbs raise in the air is a sign, of a good thing. Also, a thumb and four fingers together straight means okay> be careful thought. In other countries like Germany, Brazil, Japan, this okay symbol can have some other meanings. So, be aware with who you are talking when you use this gestures. Hooo... here is another important one. In America holding hands and kissing are deserved for people in love. In fact, American generally do not touch each other and they like to keep distances between them and the person they are speaking with. Bu they are many exceptions, for instance: friends especially women might hug when saying goodbye.

I am putting at the end a list of some common examples of “Non Verbal Communication” that is specifically to American culture. Now, I don't want you to panic. You don't need to know all of these examples of body language. It is more important, hmmm... just to be aware of differences in body language between cultures. If you don't know what a gesture is ... it is okay to ask. Hooo... I forgot an important example of body language. If ever you heard about the ability to communicate, there is one gestures that is the same in every country. Every where around the world people use smile to communicate pleasures and happiness. So, smile is happiness you want too because it is an expression understood by everyone.

## APPENDIX 2 - Lesson 2

**School:** Palmarejo High School

**Period:** Morning

**Subject:** English

**Content:** Amnesia as one of the most affected social problem: revising perfect modal

**Teacher:** Elias Monteiro

**Level:** Upper Intermediate

**Time:** 50m

**Date:** Wednesday, May 20<sup>th</sup> 09.

**Classes:** CT1, CT2, CT3, ES1, and H3

**Overview:** this lesson is deals with the topic Amnesia a very common social problem today.

**Specific Objectives:** by the end of this lesson students will be able to:

- Know some new vocabularies related to the topic ‘amnesia’
- Discuss the topic giving their point of view about the topic
- Revise language structures “perfect modal”.
- Provide the class a role play- related to ‘other disease’ and ask them to role-play it the class

**Materials:** Chalk, eraser, photocopies tape script from the conversation, radio etc.

### Stage 1- Before Listening activity: (13mn)

#### a) Building up the context.

1. Ask students some questions related to the disease in order to see whether they have or not some knowledge about it.

#### Here are the questions:

1. Have you ever heard about amnesia?
2. Do you know what cause it?
3. Do you have any acquaintances who suffer from this disease?
4. If you come across someone who suffer from this disease how would deal with?

#### b) Pre-teaching vocabulary

1. Tell students that they are going to listen to a conversation and in order to better understand it; the teacher is going to pre-teach them some keys vocabularies
2. Write the words in column A and B and stick on the board. Then ask students to match it wall
3. Take their feedback.

#### Here are the vocabularies

Match the column A with column B finding out the correspondents synonyms

#### Here are the vocabularies

Column A	Column B
1. Amnesia	a) hurry
2. recognize	b)children
3. speed	c) if
4. Kids	d) mind
5. whether	e)symbols
6. brain	f) abilities
7. signs	g) loss of memory
8. skills	h) to be familiar with
9. amazing	i) enjoyable
10. comfort	j) relieve
11. injury	k) hurt

**b) Pre-listening task: Attentive & Interactive Listening**

1. Provide students some questions to read before related to the conversation they are going to listen and ask them to focus their attention on those questions when they are listening

**Here are the questions**

1. What is the name of the guy mentioned on conversation?
2. What kind of disease he suffer?
3. Where is he from?
4. When does he get this problem?
5. Does he recognize his kids?
6. How long does he remember things?
7. Could you describe his routine?
8. What did he tell the camera men?
9. What was he before he got sick?

**Stage 2- During Listening Activity: (17mn)**

**a) Listening Comprehension:**

1. Divide students in group of three and ask them to listen to the tape and find out the answers.
2. Play the tape and ask students to pay as much attention as they can in order to answer the questions already established above.
3. Ask each group for specific questions
4. Take oral and written feedback.

**Stage 3 – Post Listening Activity: (15mn)**

**a) Filling Gaps Activity Related to the Grammar point**

1. Provide students a brief explanation about the use of perfect modals
2. Ask them to write as many ideas as possible by creating several possibilities in prevention of this disease.
3. Draw the table with a brief structure on the board as a support.
4. What they think the government as well the society must, should, might, could, have done in order to prevent the real situation now which can be consider as a consequence of lack of financial investment and attention.
5. Take oral and written feedback on the black board.

**Here is the table.**

Tell students to list as many ideas as possible saying	What they think	Should Would might must could	Have	Past Participle?
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**Ex: Students are expected to do phrase like this:**

- a. I think that the government should have invested more in health area.
- b. I believe that people must have given more attention to this problem and be more patient with those who has this problem
- c. The patient with this disease might have had an easier live if they could be treated before etc.

**b) Home Work: Writing Activity instruction (5mn)**

1. Dive students into three groups.
2. Ask them to choose any types of disease that most concern them and the society in Cape Verde.
3. Tell them to build up a conversation around the topic chosen if possible using as well the structure have acquired 'perfect modal'
4. Ask them to role play it for the class in next class.
5. Take feedback.

## APPENDIX 2. - Lesson 2: Continuation

### Tape Script of Feedback Session

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p>Question 1  The teacher: What is the name of the man mentioned in conversation?  Student A: Clive Wearing  Teacher: right! Do you agree with him?  Student B: Yes, teacher is Clive Wearing he said it.  Teacher: yes, very good! You go it.</p> <p>Question 2  Teacher: What kind of disease does he suffer?  Student C: I don't know. I didn't understand.  Teacher: Why?  Student C: The man speak so fast.  Teacher: Really!? You did you get anything?  Student E : Teacher I don't know what is enseafalas he say it.  Teacher: Ensefalas!? Is...a virus.  Student E: haaannnn...  Teacher: What!?  Student: Heee...the man is sick.  Teacher: Okay! What about you. Do you know the answer?  Student F: he lose memory.  Teacher: Really! What do you mean?  Student F: heee, teacher he lost his memory.  Teacher: yes, how do you call this disease?  Student B: amnesia!?  Teacher: amnesia or amnesia!?  Student B: Amnesia. Thank you!</p> <p>Question 3  Teacher A: . Where is he from?  Student B: he lives in cenar for people with .... Virus.  Teacher : Cenar!? Did you here it?  Student B: yes, he said it. what is cenar?  Teacher: Okay! But is senior right. What do you think? Where is he from?  Student D: teacher, do you mean the man sick?  Teacher: yes!  Student D: England.  Teacher: Is she right?  Student E: yes, teacher he is from England.  Teacher: Good!</p> <p>Question 4</p>	<p>Question 1  The teacher: What is the name of the man mentioned in conversation?  Student F: Clive  Teacher: Yes, what about his surname? What did you get?  Student F: Clive Wearing is it?  Teacher: Right! And you? What do say?  Student B: yes, teacher he said Clive wearing.  Teacher: you are right, he said it.</p> <p>Question 2  Teacher: What kind of disease does he suffer?  Student C: No answers.  Teacher: Were you attentive?  Student C: Yes...but.. teacher I don't understand English and... words is so difficult.  Teacher: What is your answer?  Student D: teacher he forget things.  Teacher: Good! How do you call it?  Student D: teacher, teacher... heee...heee he....he lost memory.  Teacher: And you! How do we call it?  Student A: heee...teacher is amnesia..  Teacher: Great!</p> <p>Question 3  Teacher: Where is he from?  Student C: England.  Teacher: What about you what did you get?  Student D: teacher, he is.... from England  Teacher: Right!</p> <p>Question 4  Teacher: Now, let's answer question four. Student E  When did the man get this problem?  Student E: teacher, twenty years  Teacher: And you, do you agree with his answer?  Student D: yes, teacher is over twenty years.  Teacher: Very good! But I think you have different answer. What do you think?  Student D: Different! Why teacher?  Teacher: you said over. Yes or no? and over means more than</p>

<p>Teacher: When did the man get this problem?  Student B: tueni years. But teachr is tueni or twenty?  Teacher: Twenty. Twenty years only.  Palmarejo B: yes teacher, twenty years, I heard it.  Teacher: Right! And you what did you get?  Student A: Teacher he said over twenty years.  Teacher: Great! What does it means?  Student A: teacher, I don't know maybe more.  Teacher: Is it more? Do you agree with her?  Student E: I don't know teacher. Over!? What is it?  Teacher: It is okay! Do you want to say something?  Student F: Yes teacher, she is right. Over means more right.  Teacher: right!</p> <p>Question 5.  Teacher. Does he recognize his kids?  Student D: No  Teacher: Just no!? Give me the full answer?  Student D: teacher, he do not recognize the kids.  Teacher: Yes! He doesn't right. Is she right?  Student B: Idon't know. The play is fast. I don't understand  Teacher : alright! What can you tell us about questions 5?  Student F: teacher, I don't understand is fast.  Teacher: Okay!</p> <p>Question 6</p> <p>Teacher: Could you tell me how long does he remember things?  Student E: teacher five seconds.  Teacher: Five seconds!? Is he right?  Student B: teacher, I think it is seven second.  Teacher: Great! You guys are improving.</p> <p>Question 7</p> <p>Teacher: What was he before he got sick?  Student E: He played the piano before.  Teacher: Yes he played the piano. So he was... what?  Student F: teacher may I?  Teacher: Of course you may!  Student F: teacher, teacher he was a musician.  Teacher: Very good!</p>	<p>Student D: haaann...yesssss.</p> <p>Question 5.  Teacher. Does he recognize his kids?  Student A: no answer and smiling.  Teacher: What? Were you attentive?  Student A: yes, teacher, I don't know. I don't know what is kids.  Teacher: Kids are children.  Student:  Teacher: So, what is your answer?  Student A: unnnn, muito difficel.  Teacher: Why?  Student A: is very fast.  Teacher: And you! Does he recognize his kids?  Student F: No, he does not. He forgets things. So, he could not remind his kids.  Teacher: what do you think? Is your colleague right.  Student B: I am sorry, I didn't listen it. I was not with attention. I lose it.  Teacher: Why didn't you pay attention.  Student B: Teacher, the mas was taking so fast and I cound't pay attention.  Teacher: You must pay attention. Okay!? And you what did you get?  Student C: teacher, he does not recognize his kids.  Teacher: He doesn't. Good!</p> <p>Question 6  Teacher: How long does he remember things?  Student A: seven seconds.  Teacher: Seven seconds! And you. Do you agree?  Student D: yes teacher.  Teacher: Alright! You got it.</p> <p>Question 7  Teacher: What was he before he got sick?  Student B: before... before he was...  Teacher: Yes, he was what?  Student B: teacher, he was singer  Teacher: Singer! Did you hear it?  Student B: yes teacher.  Teacher: What do you think? Is she right  Student F: No... teacher! The man was a musician.  Teacher: musician or( miusician). Good! He was a great musician not singer okay!</p>
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**APPENDIX 2. - Lesson 2: Continuation****Table 2****Students' difficulties in understanding the tape based on some listening Sub-skills**

		<b>Fluency</b>	<b>Accuracy</b>	
<b>Students</b>	<b>Classes</b>	<b>Speed</b>	<b>Vocabulary</b>	<b>Pronunciation</b>
A	ES1			1. yes, he said it. What is cenar?
B	CT3	1. I don't know. The play is fast. I don't understand... it is....		2. tueni years. But teachr is tueni or twenty?
C	CT3	2. The man speak so fast.		
D	ES1		1. I don't know teacher. Over!? What is it?	
E	CT3		2. Teacher I don't know what is enseafalas he say it.	
F	ES1	3. teacher, I don't undertand is fast.		3. he lives in cenar for people with .... Virus.
A	CT1	4. is very fast.	3. Student A: yes, teacher, I don't know. I don't know what is kids.	
B	H3	5. Teacher, the man was talking so fast and I couldn't pay attention.		
C	H3		4. Yes...but.. teacher I don't understand English and... words so difficult.	
D	CT2			
E	H3			
F	CT2			

## APPENDIX 2 - Lesson 2: Continuation

### Tape Script of Listening Conversation from Tape Recorder.

#### “Amnesia”

**Girl:** Hi, are you busy?

**Boy:** No, I have just finished watching a relieve documentary on T.V. about the guy named Clive Wearing. he is a man from England with a terrible amnesia.

**Girl:** Do you mean he forgets things?

**Boy:** right! He lost his memory. He has had encephala's, the virus that destroys the part of the brain that controls the memory. It happed over twenty years ago. Since that he can't remember anything for the back about seven seconds.

**Girl:** Really! He only remembers things for seven seconds!? Does he know his name?

**Boy:** Yes, he knows his names and he knows who his wife Debora is. I think he knows he has kids for his first marriage, but he doesn't recognize them or he doesn't know their names. He lives in the senior for people with brain injury. It is really amazing now. He has signed his name in a reminder, reminding who he really is. And he can't leave the senior, because he might get lost. He has someone to take cares of him all the time.

**Girl:** That is so strange... and so sad too. Does he know what happed to him?

**Boy:** kind of. He knows that he was sick, but him since his memory didn't not rich every seven seconds. Every moment feels like the first moment following illness. So, like he wakes up in the morning, he is exciting to be alive. He writes his journal 7:30, "I am awake for the first time. Then a few minutes later he has forgotten his previews week, and you know he has a new feeling being way. So, He crosses at earlier and writes something like 7:30. "Great! I am awake now". And he will cross that out and write 7:45. "Now I am truly away and over and over. In this program he saw the camera man and the producer and said "you are the first people I have seen in twenty years. And his wife came he was exciting because he taught he has seen her twenty years either. Bur he has been there just a few minutes before.

**Girl:** Wow! That is crazy. I can even imagine what that must be like for her.

**Boy:** Well, she was only even twenty years when he got sick. They just have been married for around years. I would thought that she would live him. But actually they are still very close.

**Girl:** It is amazing that they are still together. I don't know if I will be able to do that.

**Boy:** I think she spent a lot of time with him for ten years or so. She organized cherries and they try to get good trip for him. So, she decided she has moved on to US., and got divorce from him. Hammm... I think she deals with lot of people but she was with Clive over her had. And when she finally accepted that how much she loved him, and how she can't live without him, and can't be away from the Island. She moved back to England a few years ago. They are married again. Now she is visiting him all the time. They are still so in love.

**Girl:** Ho! That is so sweet? What about his kids? How do they deal with their father?

**Boy:** Well, his kids are adults now. They said it is hard to visit him. He enjoys their company when they visit him, but he can't actually remember who they are. And of course, he doesn't remember that they have come. So, in a way doesn't matter much, whether or not they do visit him.

**Girl:** Well, what does he do all day?

**Boy:** Well, he doesn't read books because he has trouble, remembering since before. It is the same as television program; movies to get follow the story. But he does like to watch sports since even enjoy without remembering the previews length. One of the really interesting things he was a brilliant musician before he got sick. Amazing after encephala's destroy his memories he is still has his musical's skills. Well for some reason he can still play the piano. He spends a lot of day in piano. It is actually the music that gives him comfort and satisfaction to his life.

**Girl:** That is an amazing story. I hope I can see the program some time.

**APPENDIX 3 - Lesson 3**

**School:** Palmarejo High School  
**Period:** Morning  
**Subject:** English  
**Content:** Introducing Environment

**Teacher:** Elias Monteiro  
**Level:** Upper Intermediate  
**Classes:** CT1, CT2, CT3, ES1, and H3.  
**Time:** 50mn  
**Date:** Saturday May 2<sup>nd</sup> 09

**Overview:** this lesson is designed to provide students with some awareness about environmental issues.

**Specific Objectives:** by the end of this lesson students will have learnt:

- Some new words related with environment.
- Write a letter about environmental issues.

**Materials:** Chalk, eraser, tapescript of Michael Jackson's "Earth Song", flash cards, tape recorder etc.

**Stage 1- Before Listening activity: (10mn)****a). Building up the context.**

- a. Stick pictures on the wall showing environmental disaster. (See pictures on (p.67).
- b. Ask students questions related to the pictures.
- c. Take feedback

**b). Pre-teaching vocabulary**

Students match the following words with their equivalent by drawing lines and Teacher takes feedback

Words	Synonyms
Fields	Giant fish
shed	Belly
Weeping	Ground
shores	Crying
pledge	ahead of
creed	Coast
Apathy	Spill
Beyond	promise
womb	Faith
Dust-	Indifference
Whale	Powder face



**c). Pre- listening task.**

- a. Tell the student that they are going to listen to a song by Michael Jackson.
- b. Provide students with an extract with jumbled sentences and ask them reorganise the text (see p.66).
- c. Take feedback.

**Stage 2- During Listening Activity: (15mn)**

- a. Ask students questions about the environmental issues dealt with in the song.
- b. Write their answers on the board.

**Stage 3 – Post Listening Activity: (15mn)**

**a) Speaking Activity**

1. Organize students in groups of 4 and ask them to think of environmental problems in their zone
2. Ask them to write a letter to the Mayor of Praia and suggest actions to be taken in order to preserve our environment.

### APPENDIX 3 - Lesson 3 (Continuation)

#### Teacher Question and Students Answers from song during Listening Activity

Teacher Question	Students Answers
<p><b>What are some Environmental problems in the song that may occur in your zone? List it.</b></p>	<ol style="list-style-type: none"> <li>1. Breathing problem from cars fumes</li> <li>2. Dust from streets</li> <li>3. Garbage problem are affecting zone and the beach, specially when rain comes</li> <li>4. Children gets disease because of small lake from rain</li> <li>5. People are killing coast to build house</li> <li>6. Lack of green space</li> </ol>

## APPENDIX 3 - Lesson 3 (Continuation)

### Jumbled Listening Song

- 3. All the blood we've shed before
- 2. What about rain
- 4. Did you ever stop to notice
- 5. That you said we were to gain...
- 8. Is there a time
- 10. What about sunrise
- 6. What about all the things
- 11. What about all the things
- 9. Did you ever stop to notice
- 7. The crying Earth the weeping shores?
- 1. That you said was yours and mine...
- 12. What about killing fields

Aaaaaaaaah Aaaaaaaaah  
Aaaaaaaaah Aaaaaaaaah

- 13. Is there a time
- 18. What have we done to the world
- 14. That you said was yours and mine...
- 16. What about all the peace
- 19. All the children dead from war
- 20. That you pledge your only son...
- 22. What about flowering fields
- 17. Look what we've done
- 15. Did you ever stop to notice
- 21. What about all the dreams
- 23. The crying Earth the weeping shores
- 24. Did you ever stop to notice

Aaaaaaaaah Aaaaaaaaah  
Aaaaaaaaah Aaaaaah

## APPENDIX 3 - Lesson 3 (Continuation)

### Tape script of Listening Song

#### MICHAEL JACKSON LYRICS

#### Earth Song"

<p>What about sunrise  What about rain  What about all the things  That you said we were to gain...  What about killing fields  Is there a time  What about all the things  That you said was yours and mine...  Did you ever stop to notice  All the blood we've shed before  Did you ever stop to notice  The crying Earth the weeping shores?</p> <p>Aaaaaaaaah Aaaaaaaaah  Aaaaaaaaah Aaaaaaaaah</p> <p>What have we done to the world  Look what we've done  What about all the peace  That you pledge your only son...  What about flowering fields  Is there a time  What about all the dreams  That you said was yours and mine...  Did you ever stop to notice  All the children dead from war  Did you ever stop to notice  The crying Earth the weeping shores</p> <p>Aaaaaaaaah Aaaaaaaaah  Aaaaaaaaah Aaaaaaaaah</p> <p>I used to dream  I used to glance beyond the stars  Now I don't know where we are  Although I know we've drifted far</p> <p>Aaaaaaaaah Aaaaaaaaah  Aaaaaaaaah Aaaaaaaaah  Aaaaaaaaah Aaaaaaaaah  Aaaaaaaaah Aaaaaaaaah</p> <p>Hey, what about yesterday  (What about us)  What about the seas  (What about us)  The heavens are falling down  (What about us)  I can't even breathe  (What about us)</p>	<p>What about apathy  (What about us)  I need you  (What about us)  What about nature's worth  (ooo, ooo)  It's our planet's womb  (What about us)  What about animals  (What about it)  We've turned kingdoms to dust  (What about us)  What about elephants  (What about us)  Have we lost their trust  (What about us)  What about crying whales  (What about us)  We're ravaging the seas  (What about us)  What about forest trails  (ooo, ooo)  Burnt despite our pleas  (What about us)  What about the holy land  (What about it)  Torn apart by creed  (What about us)  What about the common man  (What about us)  Can't we set him free  (What about us)  What about children dying  (What about us)  Can't you hear them cry  (What about us)  Where did we go wrong  (ooo, ooo)  Someone tell me why  (What about us)  What about babies  (What about it)  What about the days  (What about us)  What about all their joy  (What about us)  What about the man  (What about us)  What about the crying man  (What about us)  What about Abraham  (What was us)  What about death again  (ooo, ooo)  Do we give a damn</p> <p>Aaaaaaaaah Aaaaaaaaah</p>
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## **APPENDIX 3 - Lesson 3 (Continuation)**

### **Pictures Used in the Lesson**

**Picture 1**



[http://i.telegraph.co.uk/telegraph/multimedia/archive/01299/deforestation\\_1299153c.jpg](http://i.telegraph.co.uk/telegraph/multimedia/archive/01299/deforestation_1299153c.jpg)

**Picture 2**



<http://images.google.com/images?hl=en&um=1&q=Inundation+people+are+running&sa=N&start=60&ndsp=20>

**Picture 3**



[http://img.dailymail.co.uk/i/pix/2007/04\\_03/1arcticRTRS\\_468x598.jpg](http://img.dailymail.co.uk/i/pix/2007/04_03/1arcticRTRS_468x598.jpg)

## APPENDIX 4 – Lesson 4

**School:** Palmarejo High School

**Period:** Morning

**Subject:** English

**Content:** Revising Famous People

by introducing Reported Speech: a Story Telling  
Romeo and Juliet

**Teacher:** Elias Monteiro

**Level:** Upper Intermediate

**Classes:** CT1, CT2, CT3, ES1, and H3.

**Time:** 50mn

**Date:** Wednesday, May 20<sup>th</sup> 2009 about

**Overview:** this lesson is intended to grant students knowledge about a great author ever heard in the world by providing one of his most famous listening novels named Romeo and Juliet.

**Specific Objectives:** by the end of this lesson students will be able to.

- Know the author well and some of his work done.
- Improve their listening ability.
- Revise language structures “reported speech”.
- Write and retell stories gotten through the BBC and CNN station as well their grandparents stories related to our culture.

**Materials:** Chalk, eraser, notebook, photocopies tape script from Romeo and Juliet authentic listening story, radio etc.

### Stage 1- Before Listening activity: (14mn)

#### a) Building up the context.

1. Divide students in four groups
2. Bring a flashcard from the author of the story (which is Shakespeare), and make students some questions related to him.
3. Each group will take note from each other and write it in their notebook.
4. Each group will choose a representative to tell what they know about the author.
5. Take feedback by providing students more information about the author.

#### b) Pre-teaching vocabulary

1. Tell students that they are going to listen to a story ‘novel’ about the author above mentioned.
2. The teacher will let them try to guess the name of the novel while he write some words and its definitions into two columns in a disorganized way (A, B), that he consider might be unknown by students
3. Ask them to match the words (column A) given with their correspondents definition (column B).
4. Help them by reinforcing the explanation of the words by using body language.  
Take feedback.

### Match the words (column A) with their correspondents definitions (column B)

<u>Column A</u>	<u>Column B</u>
<ol style="list-style-type: none"> <li>1. Balcony</li> <li>2. focus on</li> <li>3. plays</li> <li>4. perform</li> <li>5. angry</li> <li>6. each other</li> <li>7. priest</li> <li>8. wedding</li> <li>9. pretend</li> <li>10. several</li> </ol>	<ol style="list-style-type: none"> <li>a) A platform that projects from the wall of a building</li> <li>b) A point of concentration</li> <li>c) A move or series of moves calculated to arouse friendly feeling. (A novel)</li> <li>d) To give a performance</li> <li>e) Felling or showing anger</li> <li>f) Each of two or more in reciprocal action or relation</li> <li>g) One authorized to perform the sacred rites of a religion especially as a mediatory agent</li> <li>h) To join in marriage</li> <li>I) To represent an emotion falsely</li> <li>j) An indefinite number</li> </ol>

**d) Pre- listening task: Attentive Listening:**

1. Provide students a range of multiple choice activities related to the story.
2. Ask them read it attentively, since they are going to do it.
3. Ask them to focus their attention on what they have read when they are listening.

**Here is the multiple choice activity.**

**1. Where the story did took place?**

- a) Spain   b) England   c) Italy

**2. The speaker focused his review on Juliet because...**

- a) She is beautiful   b) She is intelligent  
c) she is a great actress

**3. Juliet didn't use to be...**

- a) as weaker as she is   b) as stronger she is  
c) as happy as she

**4). Romeo's family Monte Real and Juliet's family Capillar were enemy because ...**

- a) Romeo fell in love for Juliet  
b) Romeo got in a fight and kill Juliet's cousin  
c) Romeo got married secretly

**5. The priest and Juliet were planning to**

- a) Leave the country and run way with Romeo to another country.  
b) Go to Juliet's house ask for apologise  
c) Juliet will pretend she is dead in order not to marry Peres

**6. The name of the man that Juliet's father told her to marry is...**

- a) Richard   b) Brian   c) Peres

**7. Who knew about Juliet and Romeo wedding?**

- a) Only Romeo and Juliet  
b) Juliet and her best friend  
c) Romeo, Juliet and Priest

**8. Romeo killed himself because...**

- a) Juliet's father forces her to marry Pares.  
b) Juliet pretends she is death and as he didn't know the plan he killed himself  
c) Juliet made a promise to forget Romeo forever

## **Stage 2- During Listening Activity: (11mn)**

### **a) Listening Comprehension:**

1. Play the tape twice and ask students to pay as much attention as they can so that they can do the task about multiple choices pre- establish above.
2. Take students the sheet of paper given above with multiple choices questions and answers and analyze students' responses at home quantitatively.

## **Stage 3 – Post Listening Activity: (20mn)**

### **a) Reporting sentences orally and written**

1. Ask them if they have heard about Reported speech.
2. Tell them that it is almost like in Portuguese, so they don't have to be afraid of it.
3. Provide students a brief explanation about the use of Reported speech in a handout
4. Select some students to read those basic rules about reported speech and their changes on handout.
5. Pick up some passage on the tape and write it on the board.
6. Tell students to report it for the class
7. Take oral and written feedback on the black board.

### **b) Home Work: Writing Activity instruction (5mn)**

1. Ask students to take 15 minutes to reread the content on handout and do more exercises at home about reported speech.
2. Dive students into three groups.
3. Ask them to choose a film, watch CNN, BBC or even ask their grandparents about a story related to our culture and retell it for the class of course in English.
4. Each group should find different story. Although each elements of group can watch or hear different story, they can elect one that they the 'group' found more interesting to talk about.



## APPENDIX 4 - Lesson 4: Continuation

## Tape Script of Feedback Session

ES1 and CT3 students answers	CT1, CT2 and H3 students answers
<p><b>Question 1</b>  <b>Teacher:</b> where did the story take place? What did you circle?  <b>Student B:</b> Humm, teacher b.  <b>Teacher:</b> B! Do you mean Spain?  <b>Student B:</b> Yes, I think is it. He was fats.  <b>Teacher:</b> Let's see what your colleague has? Do you agree with him?  <b>StudentD:</b> No, teacher it is Italy.  <b>Teacher:</b> Italy! Are you sure.  <b>StudentD:</b> So, so.  <b>Teacher:</b> And you. Do agree with your colleague?  <b>Student A:</b> Smiling.... Smiling... smiling.  <b>Teacher:</b> Aright! Could you answer the question?  <b>Student E:</b> heee... teacher I don't understand.  <b>Teacher:</b> Why?  <b>Student E:</b> muito rapido.  <b>Teacher:</b> Rapido!?! Okay! Now you! What did you circle?  <b>Student C:</b> Teacher, I think is b, because he say Verona.  <b>Teacher:</b> Veronona. What is it?  <b>Student C:</b> heee, teacher is city of Italy.  <b>Teacher:</b> Good! But did you hear the city.  <b>Student C:</b> No, ... is confuse. He say idali.  <b>Teacher:</b> Right! It is Italy.</p> <p><b>Question 2</b>  <b>Teacher:</b> Now, Let's go to second question? What is your answer?  <b>Student F:</b> Teacher... heee, again.  <b>Teacher:</b> what? Are there some difficult words:  <b>Student F:</b> yes, many words.  <b>Teacher:</b> What properly?  <b>Student F:</b> Teacher, many.  <b>Teacher:</b> Okay! Perhaps your colleague did it. So, what is your answer?  <b>Student E:</b> teacher, heee... because she is intelligent.  <b>Teacher:</b> Did you hear it?  <b>Student E:</b> I think so.  <b>Teacher:</b> You must be sure okay! Right! And you why did the speaker focused his review on Juliet?  <b>Student B:</b> is because Juliet is a good actress.  <b>Teacher:</b> Very Good!</p> <p><b>Questions 3</b>  <b>Teacher:</b> What is your option?  <b>Student D:</b> my option is a)  <b>Teacher D:</b> c) Do you mean her beauty? Did you hear it?</p>	<p><b>Question 1</b>  <b>Teacher:</b> Can you tell us where did the story take place?  <b>Student:</b> in Verona.  <b>Teacher:</b> Verona! Where is it ?  <b>Student:</b> I think is in Italy.  <b>Teacher:</b> do you agree with him?  <b>Student:</b> No answer.  <b>Teahear:</b> What about you? Do you agree?  <b>Student:</b> Yes, he is right.  <b>Teacher:</b> Very good!</p> <p><b>Question 2</b>  <b>Teacher:</b> What is your option for question two?  <b>Student C:</b> I think is b)  <b>Teacher:</b> Are you sure? Did you here it?  <b>Student C:</b> I don't Know. Professor, is difficult.  <b>Teacher:</b> Why?  <b>Student C:</b> nao entendo Ingles... mutas palavras.  <b>Teacher:</b> Which words?  <b>Student:</b> Words!?  <b>Teacher:</b> Yes, words (palavras).  <b>Students:</b> all!  <b>Teacher:</b> All! No... imposible. Now let see if you got the answer?  <b>Student:</b> Teacher, I think is because she is a good actress.  <b>Teacher:</b> Did you hear it?  <b>Student:</b> Yes, the man said she made the story interesting. So... she is a good actress.  <b>Teacher:</b> Great! You really got it.</p> <p><b>Questions 3</b>  <b>Teacher:</b> What about question 3? What is your answer?  <b>Student:</b> teacher, I think is option b).  <b>Teacher A:</b> option b)! Let see if your colleague agree?  <b>Student:</b> No, teacher circle option a).  <b>Teacher:</b> Why?  <b>StudentD:</b> because the man say that... that...she was weak.  <b>Teacher:</b> Alright? Do you agree?  <b>Student A:</b> No teacher. The man said that she grows more mature. So, I think is option b).  <b>Teacher:</b> Yes, she is right. Thank you!</p>

<p><b>Student D:</b> No but... he says she makes the story interesting. So I it is the same.  <b>Teacher:</b> Okay! You are right.</p> <p><b>Questions 4</b>  <b>Teacher:</b> Why were Romeo and Juliet's family enemy?  <b>Student A:</b> is because of option a)  <b>Teacher:</b> hummmm... Really! What did you get?  <b>Student C:</b> Teacher, I don't understand. Put one more time is fast teacher.  <b>Teacher:</b> Fast! Okay! Can you tell us your answer?  <b>Student:</b> haaa... Romeo fight with cousin of Juliet and..  <b>Teacher:</b> And...  <b>Student:</b> teacher, he kill her cousin. So...  <b>Teacher:</b> Good!</p> <p><b>Question 5</b>  <b>Teacher:</b> What was the plan of Priest and Juliet?  <b>Student D:</b> teacher, I don't understand. What is priest?  <b>Teacher:</b> Priest! Who Knows  <b>Student:</b> Teacher, é padre. We see it before.  <b>Teacher:</b> Thanks! Did you get it?  <b>Student:</b> Yes. But put again.  <b>Teacher:</b> No problem. Your colleague may answer? So what is the answer?  <b>Student:</b> is option c).  <b>Teacher:</b> right!</p> <p><b>Question 6</b>  <b>Teacher:</b> What is the man Juliet father told her to marry?  <b>Student:</b> is Peres.  <b>Teacher:</b> Do you agree with his answer?  <b>Student:</b> Yes teacher, the man said.  <b>Teacher:</b> Good!</p> <p><b>Question 7</b>  <b>Teacher:</b> And you, What is the answer for 7<sup>th</sup> questions?  <b>Student:</b> teacher, teacher, is option c).  <b>Teacher:</b> Aare you sure?  <b>Student:</b> yes teacher.  <b>Teacher:</b> Great!</p> <p><b>Question 8</b>  <b>Teacher:</b> What can you tell me from the last questions?  <b>Student:</b> I think the answer is c).  <b>Teacher:</b> Do you share the same answer?  <b>Student:</b> I don't know  <b>Teacher:</b> Why?  <b>Student:</b> I don't understand English.</p>	<p><b>Questions 4</b>  <b>Teacher:</b> Why were Romeo and Juliet's family enemy?  <b>Student:</b> Teacher, I think is option a) and b).  <b>Teacher:</b> a) and b)! No, you have to choose one.  <b>Student:</b> hee.... Teacher, she was in love with Romeo. So, her para\ents don't like Romeo.  <b>Teacher:</b> Are you sure.  <b>Stutudent:</b> I see in film.  <b>Teacher:</b> Come on! I am asking you about what you heard.  <b>Student:</b> Teacher, don't understand nothing.  <b>Teacher:</b> Why?  <b>Student F:</b> hummm... teacher is too quickly.  <b>Teacher:</b> Alright! And you? What is your option?  <b>Student:</b> teacher, is c)  <b>Teacher:</b> Did you hear it?  <b>Student:</b> Yes, teacher.  <b>Teacher:</b> Good!</p> <p><b>Question 5</b>  <b>Teacher:</b> What is your answer for 5<sup>th</sup> question?  <b>Student:</b> No answer and smiling.  <b>Teacher:</b> Right! What you?  <b>Student:</b> it is option c).  <b>Teacher:</b> Do agree with his answer?  <b>Student:</b> Yes, I think she is right.  <b>Teacher:</b> Yes it is okay.</p> <p><b>Question 6</b>  <b>Teacher:</b> What is the man Juliet father told her to marry?  <b>Student:</b> teacher is Pares. The man said it.  <b>Teacher:</b> Pares! Did you hear it?  <b>Student:</b> yes  <b>Teacher:</b> And you what did you get?  <b>Student:</b> I think is Pares too.  <b>Teacher:</b> Yes, you really got it</p> <p><b>Question 7</b>  <b>Teacher:</b> Who knew about Juliet and Romeo wedding?  <b>Student:</b> hiiii... no answer.  <b>Teacher:</b> What? Don't you know?  <b>Student:</b> No, is difficult, I don't undertand.  <b>Teacher:</b> Why?  <b>Student:</b> is difficult.  <b>Teacher:</b> Okay! What about you?  <b>Student:</b> is...is.... Option c)  <b>Teacher:</b> Very good!</p> <p><b>Question 8</b>  <b>Teacher:</b> Why did Romeo killed himself?  <b>Student:</b></p>
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**APPENDIX 4 - Lesson 4: Continuation****Table 4****Students' difficulties in understanding the tape based on some listening Sub-skills**

		Fluency	Accuracy	
Students	Classes	Speed	Vocabulary	Pronunciation
A	ES1			
B	CT3	1. Yes, I think is it. He was fats.		
C	CT3	2. Teacher, I don't understand. Put one more time is fast teacher.		1. No, is confuse. He say idali.
D	ES1		1. teacher, I don't understand. What is priest?	
E	CT3	3. muito rapido.		
F	ES1		2. yes, many words.	
A	CT1			
B	H3			
C	H3		3. nao entendo Ingles... mutas palavras.	
D	CT2			
E	H3			
F	CT2	4. hummm... teacher is too quickly.		

## APPENDIX 4 - Lesson 4 (Continuation)

### Tape Script of Listening Novel “Romeo and Juliet” from Tape Recorder

#### “Romeo and Juliet Novel”

**Teacher:** By now you should be finished reading all of the Shakes Spears’ play “Romeo and Juliet. Today I want to review the play and focus on one of the characters, Juliet. I think Juliet makes this love story interesting and I want talk about why. A lot of people think that Shakes Spears is an author who wrote novels that people read. But Shakes Spears never actually wrote books, he wrote plays which we act. So, as we look at Romeo and Juliet I want you to image that the story was performed by actress. As you know the story of Romeo and Juliet happened in Verona Italy and it is a very old story. Two important families Monte Real and Capillar are enemies. They are very angry with each other. Romeo Monte Real falls in love with Juliet Capillar. So from a story we know that this relationship is going to have some very big problems, and it does. Can anyone give a quickly summary of the story?

**Students 1 :** Well, Romeo and Juliet, they get married secretly. And only Romeo and Juliet and the priest know about the wedding. Hammm... after the wedding Romeo gets in a fight and kills Juliet’s cousin andaaaa....So, he has to leave Verona. Hammm..., then Juliet’s parents tell her that she has to get married to another man, the guy name Pares. So, the Priest and Juliet make a plan.

**Teacher:** And what is their plan?

**Students 1:** Well, Juliet will pretend that she is dead to avoid wedding Pares. But unfortunately, Romeo doesn’t know that she is actually alive and she rushes back to Verona. When Romeo sees Juliet’s body, that she is really dead he kills himself. Then Juliet wakes up and when she sees Romeos’ dead body she kills herself too.

**Teacher:** Good! Very good Summary! Now Romeo and Juliet is one of the Shakes Spears earlier plays. It is really favourites of many, many people. Both Romeo and Juliet are very well developed characters. They have really emotions and personality. They came alive as we watch and read the play. So let’s take a closer look at Juliet. What did you think of her?

**Students 2:** I really like her and I was kind of surprise as strongly she loves Romeo. She wants to constraints all family so that she can be with him.

**Teacher:** Exactly! But now she doesn’t start as often this so strong young woman. Juliet changed in this story. When we first met Juliet she was thirteen years old girl. She is quiet and she usually does what her parents want her to do. At the beginning of the play, she is a good girl. She wants to please her family. But in the end of the play Juliet moved from being this young girl to be an independent mature young woman. Juliet’s independence is almost shocking. For instance, she tells her parents that she will not marry Pares (the man chosen for her). She questions why Romeo must be an enemy to the family. Juliet even ask Romeo to marry her. All of this was very unusual for girl of the sixteen century. But Juliet knows who she loves; she even would die for her love for Romeo. Here is another thing. Juliet grows more mature in this story. She knows the dangerous of relationship with Romeo. For instance, Juliet tells Romeo to be careful when he is outside the balcony talking of love. Juliet also realized that their relationships can never be happy. Several times in the play she even refers to her own death. It is Juliet’s growing maturity and independence that makes her such interesting character. She is changing becoming stronger each day. Now Romeo and Juliet is a tragic horribly sad story. But it has some universal themes of love and youth. It has been produced many, many times for stages and cinema. And it is my opinion that strong and beautiful Juliet is the character who makes this story so popular.

## APPENDIX 5 – Lesson 5

**School:** Palmarejo High School  
**Period:** Morning  
**Subject:** English  
**Content:** Violence: Revising Reporting Commands and Questions

**Teacher:** Elias Monteiro  
**Level:** Upper Intermediate  
**Classes:** CT1, CT2, CT3, ES1, and H3.  
**Time:** 50mn  
**Date:** Saturday, May 23rd 09

**Overview:** This lesson is designed to supply students knowledge about the topic (which is Violence) allowing them thus, to be able to communicate in their every day life

**Specific Objectives:** by the end of this lesson students will be able to.

- Know some new words related to Violence.
- Revise Revising Reporting Commands and Questions
- Analyzing some main causes and consequences that mostly raise this problem.
- Recognize authentic listening speech in real life communication.
- Develop a good capacity of prediction by predicting the end of the film.
- Give some suggestions about this phenomenon.

**Materials:** Chalk, eraser, tape script from the film, Computer, data show, etc.

### Stage 1- Pre-Viewing Activity: (10mn)

#### a) Introducing the topic. Using Fast Forward Technique.

1. The teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at a great speed, taking only a few seconds.
2. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

#### b) Pre-teaching vocabulary: Look, remember, and complete the set.

1. Select 25 or 30 of those vocabularies items which that best reflect the mood and action of the passage.
2. Set out the words you have chosen as a word jumble, and prepare sufficient copies for each person in the group.
  1. Give up the word jumbles face-down to each member of the group.
  2. Tell the class they will have 15 seconds (or more if a long list is chosen) to look at the jumbles, and then tell them to turn over their sheets and read it.
  3. When the time limit is up to turn the jumble face down again. Then ask them, working individually, to write out all the words they can remember.
  4. Ask the students to discuss in pairs the words they have written.

#### C) Active Viewing: Pre-task

1. Give students a frame task to do before viewing the film.
2. Write the task on the blackboard or present it on the overhead projector.
3. Ask students to read the task attentively, since they are going to fulfill it after viewing the film.

**Here is the task.**

	1	2	3
<b>Violence</b>			
The main cause that leads the actor to be have such behavior "violence"			
Consequences			
How about Family Role.			
Judicial force. How do they work on the street?			

Good or bad? Why? Aren't they behaviours most of time seeing as cause of injustice and violence?			
How the society does see the gangs in the film?			
How does school contribute to diminishing the situation?			
What did Miss Bolock told his son about his dress? Do agree with what she said?			

## Stage 2 - While Viewing Activity: First Viewing (15mn)

### a) Listening Comprehension: Selective Listening

6. Select a part of the film and play.
7. Ask students to pay as much attention as they can in order to do the task already established above.
8. Take students feedback.

### c) After watching the video and done the active viewing task

1. List the events in the correct order.
2. Ask students to discuss the results.
3. Take feedback.

### Here are the events unscrambled

1. Mr. Tookie met a man in jail who gave him the bible and dictionary, which inspired him to a new world.
2. Mrs William "Tookie" starts writing his book about non violence. before going to the jail.
3. He had a street gang's life when he was youth.
4. Mrs. Bolock 'the lawyer decides to talk to him when he was in jail. about the book.
5. Mrs. Mandela visited him after he had written his book.
6. He refused to talk to Mrs Mandela about his gangs group.
7. He accept to cooperate with Mrs. Bolock to write a book
8. Mrs. Bolock get upset with her son because of the he was dressing.

## Stage 3 - Follow up Activity (Post viewing Activity): (15mn)

### b) Filling Gaps Activity Related to the Grammar point

1. Provide them a sheet of paper with some basic rules about reporting
2. Commands and Questions
3. Select some students to read them
4. Pick up some sentences that express order or commands and questions from the film and write it on the board.
5. Ask students to report it to the class
6. Take feed back.

### Example:

- a) "Don't dress like gangs" Mr. Bolock she told him not to dress like gangs  
b) "Is all of this necessary?" Mrs. Bolock asked She asked if all of that was necessary  
c) "Who sent you here?" He wanted to know He wanted to know who had sent she there  
d) "Are you married?" He asked He inquired if whether she was married

### b) Writing Activity instruction (10mn)

1. Divide students in group of four.
2. Ask them to predict the end of the film.
3. Each group will write their notes about how they predict the film is going to end at home and share their ideas with the class.
4. Take feed back.

## **APPENDICES 6: LIST OF ABBREVIATION**

### **List of Abbreviations and Symbols in this Work**

**ES1** – Área Económico-social

**CT1, CT2, & CT3** – Área Científico e Tecnológico

**H3** – Área Humanística

**EFL.** English as Foreign Language

**ELT.** English Language Teaching

**FL.** Foreign Language

**ESL** English as Second Language

**L2.** Second language

**CD ROM.** Compact Disk Read Only Memory

**DVD:** Digital Video Disk Equipment

**VHS.** Video Home System

**BBC.** British Broadcasting Corporation

**VOA.** Voice of América

**TV.** Television

**C.V.** Cape Verde.

**E. U.** European Union

**UNICV.** University of Cape Verde

**LC:** Listening Comprehension

**SALL:** Self Access Language Learning

**PGI.** Prova Geral Interna